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ABSTRACT

Seven Wisconsin school districts formed a consortium to improve district level implementation of career education, K-12. Each district developed assessment and/or evaluation instruments to meet their specific needs, and circulated these instruments among all seven districts for review and feedback. After revision and field testing, these instruments were compiled in a kit and made available to other school districts. Each consortium district also produced and disseminated demonstration packets (twenty-two altogether) based on various facets of career education. Finally, each district was engaged in activities to meet its own needs and objectives. (This document presents the consortium-wide performance report and includes a large appendix containing a project profile, samplings of the instruments and demonstration packets, and other related materials; two accompanying documents contain the seven individual district performance reports, CE 017 650, and a third-party evaluator's report, CE 017 651.) Results indicated that the consortium project made a significant contribution to the enhancement of career education in the state, developed a number of good quality products, met incremental change levels identified by the schools, and provided dissemination activities that were effective and comprehensive in scope. Recommendations were made to increase the scope of the instruments and to determine the criterion-related validities of the instruments. (Author/BM)

ED160785

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12

CAREER EDUCATION CONSORTIUM

Volume I of two volumes.

Project No. 554AH50646

Grant No. G007503906

BEST COPY AVAILABLE

June 29, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CAREER EDUCATION PROGRAM

1. Project No.: 55AH50646	2. Grant No.: G007503906	3. Nature of Report: ___ Semi-annual X Final
4. Project Title: Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts.		5. Period Covered by This Report: From: 6/30/75 To: 6/29/76
6. Category of Project (as specified in 45CFR 160d.5 and 160d.11): X Incremental ___ Settings ___ Populations ___ Training ___ Communications ___ State Plan		
7. Project Director: Robert S. Meyer	8. Grantee/Assistance Contractor Institution: Wisconsin Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702 608-266-7987	

FINAL PROJECT PERFORMANCE REPORT

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM

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2. Kimberly
3. Madison
4. Oregon
5. Shawano
6. Sheboygan
7. Watertown

ABSTRACT
of the
FINAL REPORT OF WISCONSIN'S K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

1. Project No. 554AH50646
2. Grant No. G007503906
3. Abstract of Final Report
4. Project Title: Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts.
5. Period Covered: June 30, 1975, through June 29, 1976.
6. Category of Project: Incremental Improvement
7. Project Director: Robert S. Meyer
8. Grantee: Wisconsin Department of Public Instruction
   126 Langdon Street
   Madison, Wisconsin, 53702
   Participants: The Wisconsin Department of Public Instruction and the public school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, Wisconsin.

   Note: The length of this abstract is due to the fact that it covers eight reports, one for the consortium as a whole and one for each of the seven school districts in the consortium.

9. Major Activities:

   a. Incremental Improvement. Each of the seven participating schools took action necessary to move its district's level of implementation of career education by at least two categories, as measured by identified criteria. (Based on criteria suggested by Dr. Kenneth Hoyt.)

   b. Assessment and Evaluation Kit. Each consortium district developed assessment and/or evaluation instruments to meet their specific needs. These were then circulated among all seven consortium districts for review and feedback. After revision and field testing, these instruments were compiled in A Kit of Assessment and Evaluation Materials for Career Education. Four categories of instruments are included: (1) needs assessments, (2) materials evaluation forms, (3) instruments for assessing career education processes, and (4) instruments for measuring career education outcomes or impacts. Accompanying each of 18 instruments is a cover sheet giving pertinent information about the instrument and instructions for its use. The list also includes a set of guidelines for developing additional AE instruments and other helpful material. The AE Kit was made available to other school districts through regional and state dissemination conferences and the consortium's newsletter.

   c. Demonstration Packets. As one means of sharing their respective strengths, each of the seven districts in the consortium produced demonstration packets to help demonstrate various facets of career education as defined in the March 14, 1975, Federal Register notice inviting proposals. Twenty-two packets were produced, circulated to all other members of the consortium for feedback concerning transportability, refined, and made available to school districts outside the consortium through regional and state dissemination conferences and the consortium's newsletter.

d. LEA Activities: In addition to working together on the above common objectives, each consortium district was engaged in activities to meet its own needs and objectives.

(1) Eau Claire concentrated on increasing the involvement of its guidance staff in career guidance activities aimed at assisting students in making appropriate vocational and educational decisions. The report describes many career guidance activities throughout the year, following a summer workshop for counselors.

To help meet its goal of increasing both the quality and quantity of classroom activities which reflect infusion of career education concepts with existing curriculum, Eau Claire invited mini-proposals from its teachers, and all new teachers were given an orientation to Eau Claire's approach to career education. The provision of a graduate level class on Methods and Curriculum for Career Education was a major inservice activity.

(2) Kimberly added an elementary school counselor to its staff to help meet its objectives of increased use of career education techniques in the classroom and providing self and career awareness conferences with a counselor for elementary school children. The secondary counselors also increased their assistance to classroom teachers. Due to the student/counselor ratio, it was not possible to fully attain the objective of providing at least one career planning conference for each 7-12 students.

Kimberly's activities to increase parental involvement proved to be successful beyond their expectations. Quarterly reports indicate that 100% of their students are involved in career education at all grade levels.

(3) Madison added three project coordinators to help direct its efforts to: (a) plan, design, test, and implement curriculum development intervention models which lead toward the integration of career education concepts with basic skills in math and language arts, grades K-5, and (b) significantly expand the quantity and improve the quality of experience based options for high school students.

The Madison project served to demonstrate a focus on integrating the basic skills and career education. Learning center materials (ten sets) were developed and tested for grades K-5 and full scale disseminations to all 33 elementary schools occurred June 7, 1976. Staff rated these materials "among the best produced locally".

Several significant middle school career education activities occurred; these were based on career cluster exploration simulations. Students learning via the simulation strategy while in regular (academic) classes found learning more exciting, and their knowledge scores were significantly higher on the post test than those of the control group.

At the high school level, a general change process/strategy was used to introduce the experience based learning concept. Talented students and selected teachers in the academic areas participated in the experimental project; their results were shared with department chairpersons and administrators. The many activities during the year were directed at helping staff become comfortable with EBL; the final activity was a

district high school conference focusing on "The Future Role of the High School in Meeting the Career Planning Needs of Young People".

In addition to these specific parts of the funded WCEC consortium, the efforts in relation to career planning brought career resource centers into each high school, as well as a strategy for involving teachers as well as counselors in the use of these centers in conjunction with course work.

(4) Oregon (WI) 1975-76 major activities were geared toward assuring pupil awareness of job opportunities and/or availability before terminating high school attendance and toward parental involvement. Results of selected statewide Senior Survey questions concerning career guidance activities, the percentage of seniors using the computerized Guidance Information Systems, and the results from Alfano's Employment Readiness Scale were all positive. The parent survey results indicate 15% direct participation by parents, and it is anticipated that use of the Community Resource Guide produced during the project year will considerably increase parent involvement next year.

Another major Oregon project was a compilation of locally developed Career Education Games and Simulation which was highly rated by all workshop participants.

(5) Shawano's activities focused on (a) updating instructional units with career education implications, (b) improving process, product, and personal evaluation strategies, and (c) developing a K-12 career education inservice program. During this project year, updating included: K-8 math, science, and social studies, and grades 1-5 art, music, and physical education. Also, a revised career education evaluation plan was developed which includes collection of data for process evaluation and product evaluation. Personnel evaluation will be derived from product (learner outcomes) evaluations. A district-wide career education inservice program was conducted in May 1976 for community representatives, school board members, administrators, and faculty, based on recommendations received from readers of their newsletter.

(6) Sheboygan addressed its activities to: (a) expanding career education from its model schools (from previous project) to all schools in the district, (b) continued improvement of career education in the model schools, and (c) providing a comprehensive inservice program for secondary school counselors designed to make them more effective in providing career guidance. A two week 1975 summer workshop involving 40 teachers from 21 schools contributed much to the attainment of the first goal, and system-wide newsletters for sharing successful activities helped to involve others. Quarterly reports of career education activities served as both a prompter and a means of sharing experiences. A March 1976 inservice program for secondary school counselors focused on the counselor's role in improving students' decision making ability.

(7) Watertown compiled exemplary models and products from past years of involvement with career education into a single manual. It includes units and activities that can be used as a guide for teachers as they develop their own materials and it will be distributed to each Watertown teacher. They also produced a sixth grade career education unit to help strengthen their overall program at that level. Additional major activities included the development of an evaluation model for local staff and students, and conducting an area Career Search Day for students and adults.

10. Project Participants:

Each consortium district has completed the prescribed participant summary form and their reports have been combined for a consortium-wide report. The populations of the consortium districts differed in the ethnic groups served. For example: Shawano reported 779 American Indian/Alaskan Native participants; Eau Claire indicated 54 Asian or Pacific Islanders; Madison reported 420 Black/Negro participants; and Sheboygan reported 209 Hispanic participants.

It should be noted that the figures used in all eight reports are based on total school population. Apparently those completing the reports felt that all of their students were involved. Only Madison, in its second report (B), attempted to estimate students most directly involved.

11. Evaluation:

A separate Third Party Evaluators' Report is available from Dr. Orville Nelson, Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout, Menomonie, Wisconsin - 54751, the summary shown at the end of Part I of their report reads:

"It was the judgment of the third party evaluators that the Wisconsin Career Education Consortium Project made a significant contribution to the enhancement of career education in Wisconsin and nationally. The A-E Kit has promise of providing a basis for data based decision making in regard to the development, implementation, and improvement of career education programs in Wisconsin and the nation. Further work needs to be done in increasing the scope of instruments and determining the criterion related validities of the instruments. Also, during the second year of the project studies should be made of the report formats which will facilitate the utilization of the data collected through the use of the A-E Kit.

A number of good quality products have been developed by the consortium members. A number of these have been put into demonstration units and the initial phases of dissemination have been carried out. It is recommended that during the second year some time be devoted to following up on the utilization made of these units and the barriers encountered in transporting them to new school systems.

The incremental change levels identified by school were met. During the second year of the project more emphasis should be given to the enhancement of the quality of the impacts of these incremental changes. From the data available it appeared that an adequate number of career education activities were being utilized by the teachers in the consortium schools. Assistance should be provided to help them plan these activities more precisely and better infuse them into their subjects in order to have more impacts on students. Counselors should consider the utilization of small group and large group activities in order to contact more students. Many students interviewed indicated that they needed additional time and information from their counselors. Also, the consortium schools should provide more emphasis on the placement function of counseling. Feedback from the counselors indicated that uniformally small amounts of time were allocated to placement activities.

The dissemination activities initiated by the consortium and the member schools were comprehensive in scope and effective. The consortium should continue to send its newsletter and also look for additional delivery systems for disseminating its information and products."

12. Anticipated Changes and/or Problems:

In its proposal for a second year's project the consortium has identified several objectives under the general headings of: (a) Dissemination, (b) Improvement, (c) Learner Outcomes, (d) Evaluation, and (e) Leadership. Of special interest is its plan to have each consortium district "adopt" one or more partner school districts with which to share materials and experience. Another change made was for each LEA in the consortium to substitute its own criteria for incremental improvement for those used the first year (adapted from Dr. Kenneth Hoyt's criteria). Space does not provide for elaboration on other anticipated changes and/or problems of each consortium district in this abstract.

13. Dissemination:

Covered under major activities.

14. Special Activities:

Care was taken in the development of demonstration packages, assessment and evaluation instruments, and other locally produced materials to make them free from sex, race, and role stereotyping.

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

No. of Participants* Who Are:	Race/Ethnicity (all Participants including Handicapped, Gifted and Talented, and Low Income)						Of the Total, No. Who Are:			Of the Total, No. Who Are:	
	American Indian or Alaskan Native	Asian or Pacific Islander	Black/ Negro	Caucasian/ White	Hispanic	Total	Handicapped	Gifted & Talented	Low Income	Male	Female
Students:											
Elementary (K-6)	534	74	200	28,720	200	29728	489	477	1402	14893	14835
Middle/Jr. High (7-9)	254	60	184	15,271	75	15844	190	155	746	7942	7902
Senior High (10-12)	165	25	64	17,764	83	18101	153	159	616	9003	9098
2-Year College											
4-Year College											
Adults (non-matriculated)											
Sub-total:	953	159	448	61,755	358	63673	832	781	2764	31838	31835
Educational Personnel: Other											
Teachers	4	16	108	3,492	5	3625				1376	2249
Counselors	0	0	3	110	0	113				73	40
Administrators	0	0	7	242	0	249				215	34
Members of the Business/ Labor/Industry Community: 95	0	0	0	746	0	746					
Parents:	0	0	0	2,556	3	2559					
Other (specify): _____	0	0	1	4	0	5					
Total:	957	195	567	68,905	366	70990					

*Participants include those directly served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

TOTAL WISCONSIN CONSORTIUM INCLUDING PARTICIPANTS FROM SEVEN SCHOOL DISTRICTS OF EAU CLAIRE, KIMBERLY, MADISON, OREGON, SHAWANO, SHEBOYGAN, AND WATERTOWN (Breakdown by school is with individual report.)

FINAL PROJECT PERFORMANCE REPORT

Wisconsin K-12 Career Education Consortium

June 29, 1976

Project No. 554AH50646 Grant No. G007503906

B. Introduction

The title of this project is "Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts." The seven school districts in the consortium with the Wisconsin Department of Public Instruction are: Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. These districts represent one large school system, two medium sized systems, and four small school districts. All consortium members qualified as having the capability of demonstrating successful career education methods and procedures.

The following shows the initial and final allocations of the project's grant of $236,947:

	Initial Distribution	Final Distribution
Consortium as a Whole	$ 40,462.00	$ 30,462.00
Eau Claire	30,240.00	31,740.00
Kimberly	15,050.00	15,850.00
Madison	76,000.00	79,900.00
Oregon	11,905.00	12,505.00
Shawano	15,515.00	16,315.00
Sheboygan	31,235.00	32,835.00
Watertown	16,540.00	17,340.00
	$236,947.00	$236,947.00

The local directors of the consortium have all visited each other's school districts to become familiar with each other's settings and programs; and a schedule of monthly meetings with the project director from the Wisconsin Department of Public Instruction was established. However, two conference telephone calls, and two on-site visits by the project director and the project evaluation specialist were substituted for actual group meetings to reduce travel time and costs, and to provide for separate conferences with personnel from each consortium school district.

See appendix A for project profile and appendix B for minutes of monthly meetings and conference calls. (By-laws for the consortium are attached to the minutes of July 31, 1975, meeting.)

REPORT ON CONSORTIUM

AS A WHOLE

C. Report of Consortium as a Whole

9. Major Activities Related to Consortium-wide Objectives.

a. Objective one reads, "Assessment and evaluation models will be developed and validated, using all members of the consortium as a means of testing and validating. The model will be used to:

(1) Measure the current status of career education implementation in each consortium school as measured against established criteria and guidelines. (See appendix C)

(2) Assess the additional career education needs in each of the school systems in the consortium as measured against established criteria. (See appendix C)

(3) Measure both the quantitative and qualitative progress toward implementation of the goal of raising the level of career education in each of the participating schools by at least two implementation categories as defined in appendix C."

The Wisconsin Department of Public Instruction contracted with the Wisconsin Vocational Studies Center, University of Wisconsin - Madison, for the half-time services of James Augustin as an evaluation consultant to work with consortium members toward achieving objective one. A major product resulting from activities to achieve the objective is A Kit of Assessment and Evaluation Instruments.

The kit is a package of career education assessment and evaluation instruments developed, field tested, and refined by the Wisconsin K-12 Career Education Consortium. Each instrument was developed to meet a specific evaluation need of one of the Consortium members. To design highly transportable instruments, drafts were circulated among all seven consortium districts for review. Each instrument was revised based upon considerable feedback obtained with a standard feedback form (See appendix E) and then field tested in other interested districts as well as the district in which the instrument originated.

Most instruments are one or two pages in length and ready to reproduce for use at the local school district level. While data collected with the instruments can easily be hand processed, the forms have been designed to facilitate key punching and computer analysis of data if the user desires. The instruments are categorized into four general areas:

(1) needs assessments,
(2) materials evaluation forms,
(3) instruments for assessing career education processes, and
(4) instruments for measuring career education outcomes or impacts.

Accompanying each instrument is a cover page which provides the user with pertinent information about the instrument. Information on the origin and purpose of each instrument precedes a description which often includes suggestions on how the instrument can be modified for or adapted to a particular setting. Instructions for using each instrument provide details on administration, analysis and interpretation of data obtained, and suggested ways of using results to strengthen career education in local schools.

The kit also contains several other materials to enhance its utility to local career education evaluators. These include some general comments on evaluation, instructions for local reproduction of the instruments, short discussions of selected evaluation designs, a set of guidelines for developing additional assessment and evaluation instruments for career education, and reviews of several published evaluation instruments.

The following is a list of instruments developed by the Consortium for the kit.

Needs Assessments

Student Career Development Needs Assessment - measures students' needs for various career planning experiences and can help high school staff improve services in this area.

Assessment of Curriculum Development Competencies - can be helpful in identifying the inservice needs of curriculum writers.

Self Development Needs Assessments - provide handy forms on which K-5 teachers can record their students' needs regarding cognitive and affective self-development skills.

Materials Evaluation Forms

Newsletter Survey - assesses a local career education newsletter's quality and effectiveness as a means of sharing ideas among the school staff.

Career Education - Basic Skills Materials Evaluation Form - provides a structured format for feedback on locally developed curriculum materials which integrate basic skills and career education.

Demonstration Package Feedback Form - provides a structured format for the evaluation of transportable materials which are developed to illustrate various facets of career education.

Instrument Draft Feedback - provides a structured format for the review of locally developed evaluation instrument drafts.

Evaluating an Assessment Instrument - helps career educators to screen published evaluation instruments for their suitability to a local school district.

Instruments for Assessing Processes and Outcomes

Parent Survey - provides information on parental involvement in career education at home and in the school classroom.

Career Education Activities Survey and Career Education Activities Log - obtain information on the kind and frequency of activities being integrated into elementary school curricula.

Student Questionnaire on Guidance Services - assesses high school students' reactions to guidance/counseling services in career planning.

Staff Involvement Survey - measures teachers' opinions of the importance of Wisconsin State Guide's 16 career development concepts and the level of classroom emphasis each receives.

About My Classroom - yields data on third and fourth grade students' awareness of career education activities being infused into classroom curricula.

Interaction Experience With Business People - measures increases in teachers' knowledge of the role of business in society and related implications for education.

Student Assessment of Career Development Activities - can be used in a general assessment of high school programs and services relative to career planning and delivered by counselors, teachers, and other staff.

Career Education Workshop Evaluation - provides feedback on the quality of various workshop components and resulting benefits to participants.

Meeting Evaluation - solicits participants' opinions on meeting operations and productivity.

Survey for Identifying Resources Available to Public Schools - a series of questions for community business and industry people on the kinds of support they are able and willing to offer to students and career educators.

While the kit of materials is a very tangible result of activities related to objective one, there are other less tangible benefits of the project's activities which are equally important. In particular, staff within local districts have gained a better understanding and appreciate of the necessary and integral part evaluation plays in improving career education. A number of individuals within the seven districts have strengthened valuable skills in developing new assessment instruments and in collecting and using data to make decisions. Finally, in many instances, this year's activities have stimulated local district evaluation efforts which will continue to expand as career education continues to grow.

b. Objective two reads, "Using the definition of "career education" as being an educational process designed to:

(1) Increase the relationship between schools and society as a whole;

(2) Provide opportunities for counseling, guidance and career development for all children;

(3) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

(4) Extend the concept of the education process beyond the school into the area of employment and the community;

(5) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) Make education more relevant to employment and functioning in society; and

(7) Eliminate any distinction between education for vocational purposes and general or academic education;

segments of existing programs or new programs within the consortium will be identified as demonstration units for the various facets of career education." (Above facets 1-7 are taken from USOE guidelines in Federal Register, 3/14/75.)

To meet this objective, each consortium district identified the facets above in which they felt they already had or could develop strengths to share and the facets in which they wanted assistance. They then proceded with the preparation of demonstration packages or "packets" related to one or more of the above facets. When ready, these packets were shared with other member schools desiring help in the facet covered. These schools, in turn, provided feedback for refinement of the packets as they tested their transportability. (See appendix G for feedback instrument used.)

The following is an annotated bibliography of the demonstration packets produced.

Action Learning - An Experience Based Learning Option; (Madison Public Schools - Re: USOE Facets 1, 3, and 5) - shares information about "action-learning" which is one of 14 experience-based learning options selected for piloting at the high school level in the spring of 1976. Students electing the "action-learning" option are enrolled full time in their high school. By special arrangements, students work in small groups and seminars from standard curriculum. Available community resources are integrated with the students' normal day. Packet includes a Student Career Needs Assessment and a Survey for Identifying Resources Available to Public Schools.

Career Education and Basic Skills Curriculum Development; (Madison Public Schools - Re: USOE Facets 1, 3, and 5) - shares information regarding the organization and development of a curriculum development project. Staff involved designed learning activities to integrate career education concepts with basic skills in mathematics and language arts, grades K-5. Included in the packet are: (1) a model for educational development, (2) an organizational chart for a curriculum development project, and (3) two samples of the 24 activities developed in the project.

Career Education Plan and Assessment Instrument for Elementary Teachers - Social Studies (Self) Skills; (Shawano Public Schools - Re: USOE Facet 5) - illustrates how common content involving Social Studies "self" skills can be applied to an integrated career development program, grades K-5. Included in the packet is a form for charting students' needs concerning career development, affective and cognitive skills introduced in grades K-5. General headings in the charts include: (1) Problem Solving and Critical Thinking, (2) Reaching a Constructive Compromise, and (3) Interpersonal Relations and Group Participation.

Career Education - Staff Development; (Madison Public Schools - Re: USOE Facets 1, 3, and 5) - shares information regarding the focus and characteristics of the career education staff development program in the Madison Public Schools. Included in the packet are: (1) a chronological summary of the career education staff development efforts in the Madison Public Schools, (2) significant characteristics of a gradual overall career education staff development program, (3) a sample bulletin of a professional advancement credit course, and (4) an instrument used to obtain a "pre-post reading" from participants involved in a professional advancement credit (PAC) business interaction course.

Career Guidance Activities; (Eau Claire Public Schools - Re: USOE Facet 2) - shares the results of a high school guidance staffs' efforts to reassess its role in career education. It identifies four distinct goals: (1) to provide students with the most current and useful career education services and materials, (2) to assist teachers in planning units and activities in career education and/or integrating career education concepts with the ongoing curriculum, (3) to inform parents of guidance/counseling services available to their sons/daughters relative to career preparation, and (4) to make greater use of community resources and community resource persons in career awareness activities for high school students. Major headings are: Students, Teachers, Parents, and the Community.

Counseling, Guidance, and Career Development; (Oregon (Wis.) Consolidated Schools - Re: USOE Facet 2) - describes the counseling and guidance program within the senior high school of the Oregon Consolidated Schools. Main headings include: (1) Philosophy of Counseling and Guidance, (2) Purposes of the Guidance Program, (3) Responsibilities of the School Board Members, (4) Responsibilities of the Superintendent, (5) Responsibilities of the Principal, (6) Responsibilities of the Classroom Teacher, (7) Responsibilities of the Counselor, (8) Responsibility of the Student, (9) Responsibility of the Parent, (10) Guidance Services, and (11) Testing Guidelines.

Development of a Community Resource Guide; (Sheboygan Public Schools - Re: USOE Facet 6) - describes a two week graduate credit summer workshop in which school staff workers went out into the community to visit business and industry and gather information for a community resource guide. Information obtained included: (1) brief history of the company, (2) employment policies, requirements, and procedures, (3) characteristics sought in employees, (4) types of positions available, and general duties, (5) working conditions, (6) training programs, (7) opportunities for handicapped people, (8) salaries and fringe benefits, (9) promotion and advancement, (10) employment outlook, (11) reasons for most terminations, and (12) whom to contact for further information, guest speakers, or small group visitations.

Development of a Community Resource Persons List for Career Education; (Kimberly Public Schools - Re: USOE Facet 6) - describes steps taken to develop a list of community resource people available to students and teachers, grades K-12. Actions taken included: (1) articles in local Newsletter to introduce the total concept of career education and solicit volunteers among parents and citizens willing to share information about their occupations and/or leisure time activities with students, (2) the use of sign-up forms in appropriate situations, and (3) telephone contacts with potential resource people. Results have been positive and an increased use of community resource people in the classroom has been noted.

Development of Job Placement Services for High School Youth; (Sheboygan Public Schools - Re: USOE Facet 6) - describes a District-wide Job Service Program for Sheboygan County. It is an excellent example of a joint collaborative effort involving a District Job Service Office and the high schools within its district. It brings the services of the Job Service Office, including a Job Service Counselor, into each high school on a rotating basis. Students become familiar with application procedures, manpower needs, state-wide and nation-wide job bank microfiche, the GATB as a means of assessing their strengths, and the career information available to them in school and community.

Development of Local Slides to Depict Job Opportunities in Community; (Kimberly Public Schools - Re: USOE Facet 6) - describes a summer workshop in which a committee went out into the community with 35 mm cameras to take slide pictures of occupations in the area. After developing, the slides were categorized according to job clusters and identified as to who, where, and what was being done in each slide picture. Seeing fathers, mothers, brothers, or sisters at work has led to stimulating discussions among students as they explore each cluster.

The Development of Self Awareness Within the Second Grade Curriculum; (Watertown Public Schools - Re: USOE Facet 3) - outlines many excellent second grade self awareness activities related to three concepts in the Wisconsin state guide: (1) An understanding and acceptance of self is important throughout life, (2) Persons need to be recognized as having dignity and worth, and (3) Individuals differ in their interests, abilities, attitudes, and values. Activities described are correlated with all areas of the curriculum throughout the year. Simple surveys, evaluation methods, poems, and songs are included with the activities.

Development, Organization, and Operation of a Business and Education Council; (Madison Public Schools - Re: USOE Facets 1, 3, and 5) - shares information concerning the development, organization, and operation of a Business and Education Coordinating Council. The packet includes a brochure, speakers outline, and several related transparencies which provide background information on the formation of a Business and Education Coordinating Council (sometimes referred to as an education and work council). Also included is an overview of the kinds of activities which such a group could pursue.

Five Career Education Ideas; (Oregon Consolidated Schools - Re: USOE Facet 5) - includes: (1) a general career education brochure, (2) a special education career education brochure, (3) some sample business/industry/education inservice ideas, (4) some sample senior high school career day ideas, and (5) a card file of ideas dealing with attitudes development for primary students.

Foreign Language and Careers; (Watertown Public Schools - Re: USOE Facet 5) - describes a project which produced 50 posters from pictures, articles, and information gathered from magazines, newspapers, business and government brochures, career education booklets, foreign language periodicals and help wanted ads. The purpose of the project was: (1) to acquaint people with the career opportunities available to people with foreign language skills along with other valuable skills, (2) to acquaint people with the travel, study, and service opportunities open to people with foreign language skills, and (3) to inform people of the need for Americans with foreign language skills in a continually shrinking world.

Format for a Career Search Week; (Watertown Public Schools - Re: USOE Facet 1) - shares the experience gained from a program in which students are given an opportunity to spend time with an area employer during the week before the Career Search Day on which these same students help to answer questions at display booths of respective employers. It has proven to be an excellent method of improving school-community relations.

High School Placement Project; (Eau Claire Public Schools - Re: USOE Facet 2) - describes a cooperative placement effort between the Eau Claire Public Schools and the Wisconsin Job Service. The Job Service provides a full-time Manpower Specialist II during the school year who works in the two senior high schools of the city. The Placement Specialist operates a mini-employment service, using the same forms, job bank microfilm, and office procedures used by the Wisconsin Job Service.

Integrated Grade Three Science Unit, "Electricity," With Career Development and Language Arts; (Shawano Public Schools - Re: USOE Facet 3) - describes how career development concepts and objectives and language arts concepts and objectives can be integrated with a science unit on electricity, thus making it a more meaningful experience for students. The unit is organized under three column headings: "Concepts," "Activities," and "Behavioral Outcomes." The Career Development and Language Arts insertions are in brackets. Materials needed for the kit required to implement the unit are carefully itemized and illustrated.

Job Interdependency in Science Research; (Watertown Public Schools - Re: USOE Facet 6) - describes a science unit designed to stress the concept of job interdependency. Students work in groups of four as a research team in choosing a problem, in designing experiments to investigate the problem, in communicating their results, and evaluating their own work. Each student selects one of four jobs to be done on the team, based on self-analysis and the needs of the job. Included are suggested forms for team evaluation and teacher evaluation.

Joint School-Community Development of a Slide/tape Presentation on Local Job Opportunities; (Sheboygan Public Schools - Re: USOE Facet 1) - describes a team approach used to produce a slide/tape presentation designed to increase student awareness of career opportunities available in Sheboygan. People involved include four Chamber of Commerce Education Committee members from the school system, (the Local Vocational Education Coordinator, the Career Education Coordinator, a junior high teacher, and a senior high counselor), a school board member, and three public relations people who volunteered to critique the product. A sub-committee was formed and assignments were made for writing the narrative, contacting the Chamber of Commerce members for available slides, taking slide pictures needed in addition to those available, and assembling the slides.

K-6 Guide for Career Education Activation; (Watertown Public Schools - Re: USOE Facets 1, 3, and 5) - shares many excellent ideas for career education activities developed by K-6 teachers in a series of three summer workshops. The guide is a compilation of many activities and materials that have been tested in the Watertown schools and community.

Organizations, Operations, and Functions of a Career Education District Coordinating Council; (Madison Public Schools - Re: USOE Facets 1, 3, and 5) - shares information regarding the organization, operations, and functions of a Career Education District Coordinating Council (CEDCC). It includes: (1) a transparency which illustrates the relationships of the CEDCC to other groups, and (2) a summary of the participants (all within the school district) objectives, and activities of the CEDCC for 1975-76. The major purpose of the CEDCC is to support and facilitate inter- and intra- area communications on career education.

Work Sample Evaluation; (Eau Claire Public Schools - Re: USOE Facet 2) - shares experiences gained in a pilot program which provides a Work Sample Evaluation Center for junior and senior high school students within the public schools. Using materials from the Jewish Employment and Vocational Service and the Singer Educational System, students are asked to perform real job tasks. Using job production tools and materials are substituted for more formalized methods of evaluating vocational interests and aptitudes.

Samples of these demonstration packets can be found in appendix H. Copies of the other packets are available upon request.

c. Objective three reads, "Each member school will raise its level of implementation of career education by at least two categories as measured by criteria in appendix R" (i.e. appendix R of original proposal, but appendix C of this report).

The appendix referred to is a slightly modified version of Dr. Kenneth Hoyt's suggestions for organizing, planning, and evaluating incremental improvement in career education. To help each consortium member sort out the several criteria, Robert Meyer, Project Director, prepared the matrix found in Appendix I (of this report). By running down the column for the criteria level they aspired to reach at the end of the year, each LEA could identify specific objectives to be met. In addition, James Augustin, Project Evaluation Consultant, prepared for each LEA a listing which spelled out the action necessary to move from their estimated implementation level at the beginning of the project to two levels higher by the end of the project. (See appendix J)

See individual consortium member reports for actions taken to attain their incremental improvement objectives.

d. Objective four reads, "Products and processes developed during the implementation of career education strategies by member school and the state education agency will be disseminated both in-state and out-of-state."

Several means have been used to share the products and processes of the consortium. They have included:

(1) Publishing a monthly newsletter and mailing it to all Wisconsin School Districts, all state coordinators of career education, and all directors of USOE career education projects across the nation. (See appendix K for sample newsletters.)

(2) Providing resource persons from consortium districts to help other school districts just getting underway with career education. (See individual consortium member reports.)

(3) Consortium schools serving as hosts to visiting teams from other schools. (See consortium member reports.)

(4) Consortium members providing regional career education workshops, fairs, and conference sectionals in conjunction with displaying consortium products as follows:

(a) April 9, 1976 - Kimberly, Shawano, and Sheboygan conducted sectionals and displayed materials at the Northeastern Wisconsin Teachers' Inservice Day in Neenah.

(b) April 21, 1976 - Madison and Oregon sponsored a seminar on assessment and evaluation of career education and displayed consortium products.

(c) April 22, 1976 - Eau Claire conducted a workshop and displayed locally produced and commercially produced materials along with consortium products.

(d) May 6, 1976 - Watertown conducted a "Career Search Day" for students and adults which involved many area businesses and industries and displayed consortium products.

(See individual consortium member reports for details on the above events and other dissemination efforts within their own districts.)

(5) One of the highlights of the project's dissemination activities was sponsoring a Statewide Leadership Conference for Career Education on June 8, 1976, for educational and community leaders. (See appendix L for conference program.) The members of the consortium organized the conference in part as a means of getting people to come to see the consortium products they wished to share. Approximately 375 participated in this event. Three additional discussion groups were added to those printed in the program.

(6) Mailing an annotated bibliography of assessment and evaluation instruments and demonstration packets to all on the consortium newsletter's mailing list, and providing readers with an opportunity to request copies of any products of interest to them.

(7) Mailing an abstract of this final report to all Wisconsin School Districts, to all state coordinators, and to all directors of USOE incremental improvement projects and offering to send complete report upon request.

10. Project Participants

See completed Participant Summary report attached. In addition to this summary report for the consortium as a whole, each of the seven member school districts has completed a separate report. Differences in populations served among the different schools may be noted.

11. Evaluation

The Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout, Dr. Harold Halfin and Dr. Orville Nelson, Co-Directors, provided third party evaluation for this project. Their three part report has been published separately.

Also, because of the emphasis on evaluation (AE kit and incremental improvement of career education in member schools), the consortium obtained the services of a half-time evaluation specialist and his half-time secretary through the Wisconsin Vocational Studies Center, University of Wisconsin-Madison. He has worked closely with the individual consortium schools in helping them with local evaluation, with their contributions to the AE kit, and in developing their demonstration packets. He has also provided assistance to the third

party evaluators in obtaining data for their evaluations. Although the third party evaluation report will provide data concerning the degree to which each consortium-wide objective was attained, the following comments are based on the on-site visitations by the project's director and evaluation specialist and follow-up activities with consortium members.

a. Objective one: "Assessment and evaluation models will be developed and validated, using all members of the consortium as a means of testing and validating. The model will be used to:

   (1) Measure the current status of career education implementation in each consortium school as measured against established criteria and guidelines. (See appendix C)

   (2) Assess the additional career education needs in each of the school systems in the consortium as measured against established criteria. (See appendix C)

   (3) Measure both the quantitative and qualitative progress toward implementation of the goal of raising the level of career education in each of the participating schools by at least two implementation categories as defined in appendix C."

The third party evaluators have evaluated the kit of assessment and evaluation materials against a set of criteria established by the Consortium as well as themselves. The third party evaluators also used several of the kit instruments to help measure incremental improvement and have made observations on their validity and utility. However, it seems appropriate to note that evaluation of the instruments themselves has been an integral part of their development. Each was evaluated by the seven consortium schools along several dimensions when it was distributed with a feedback form. Field testing the instruments constituted a second way in which the materials were evaluated. Judging from the volume of requests from persons outside the consortium who saw our instruments on display at the regional and state dissemination events, our developmental procedures have yielded quality tools which are transportable.

b. Objective two: "Using the definition of "career education" as being an educational process designed to:

   (1) Increase the relationship between schools and society as a whole;

   (2) Provide opportunities for counseling, guidance, and career development for all children;

   (3) Relate the subject matter of the curricula of schools to the needs of persons to function fully in society;

   (4) Extend the concept of the education process beyond the school into the area of employment and the community;

(5) Foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) Make education more relevant to employment and functioning in society; and

(7) Eliminate any distinction between education for vocational purposes and general or academic education;

segments of existing programs or new programs within the consortium will be identified as demonstration units for the various facets of career education." (Above facets 1-7 are taken from USOE guidelines in Federal Register, 12/1/75.)

Considerable interest was shown in the demonstration packets displayed at the regional and state dissemination events. Based upon consortium member feedback, and the number of requests for copies of displayed materials, and on the number of written requests for packages received after they had been publicized in the newsletter; they seem to qualify as usable demonstration units that can serve as one means of sharing with others the experience of consortium members.

c. Objective three: "Each member school will raise its level of implementation of career education by at least two categories as measured by criteria in appendix R" (i.e. appendix R of original proposal, but appendix C of this report).

LEA reports indicate they have met this objective with the exception of not meeting a few specific criteria within the category to be reached. On the other hand, some have met several criteria for the category above the one to be attained. (See reports from individual consortium members.)

d. Objective four: "Products and processes developed during the implementation of career education strategies by member school and the state education agency will be disseminated both in-state and out-of-state."

Results from evaluations of dissemination efforts will appear in the third party evaluator's report. However, a few subjective comments may be in order.

The consortium newsletter appeared to be well received by readers according to unsolicited comments received. However, it was not possible to publish on a regular date each month due to many variables, one of which was the need for more material from some members. It takes time to prepare articles. Contributions from non-consortium schools helped to meet this problem.

It seems to be impossible to really measure the long range impact of serving as resource persons to other schools or as hosts to visiting teams. Yet, these are very important means of dissemination.

The dissemination events appearing to be most successful (attracting the largest numbers with which to share materials) were those that were broad in scope and had other activities coordinated with the "show and tell" portion of the program; e.g., Eau Claire's late afternoon browsing of commercial and locally produced materials, dinner, and small interest groups after dinner; Watertown's "Career Search" for students and adults; and the Statewide Leadership Conference.

Poor location and timing at the Northeastern Wisconsin Teachers' Inservice Day were detrimental to the success of that dissemination effort; and the narrow focus on assessment and evaluation may have contributed to the poor attendance at the Southern Wisconsin event. However, regardless of numbers, those in attendance appeared to gain considerably from their participation.

12. Anticipated Changes and/or Problems

If the consortium project is not funded for another year, each member school district will continue to provide leadership for career education in its area of the state, as it was doing before the consortium grant.

If the renewal proposal is funded, second year consortium-wide objectives will be:

a. Dissemination

(1) To involve the Wisconsin Department of Public Instruction in publicizing the availability of consortium products.

(2) To share assessment and evaluation instruments developed during the first year of the consortium with all interested schools in state and nation during a second year of operations.

(3) To share demonstration packages developed in first year's project with interested schools in state and nation.

(4) To share other career education ideas, methods, and materials among consortium members and with other interested schools in state and nation upon request.

b. Improvement

(1) To continue consortium members' growth in career education by establishing and working toward local criteria for incremental improvement in career education, based upon individual district needs. (See LEA objectives for criteria.)

Note: In its first year of operation, consortium members chose to measure their incremental improvement against the criteria in Dr. Kenneth Hoyt's eight incremental improve-

ment categories, in slightly revised form. At the beginning of the year they estimated their current level and at the end of the project year they will be able to more accurately measure their status through the use of several of the instruments they are developing for their AE kit. However, due to various problems with this set of criteria, some of which do not change across the eight categories, and the lack of quality criteria to complement the process criteria, the consortium members have decided to establish goals for incremental improvement to meet their own local needs during their second year.

(2) To help other school districts assess their current status in career education.

(3) To assist other school districts in developing quality career education for all male and female students, and including disadvantaged, handicapped, and minorities.

c. Learner Outcomes

(1) To further improve C.E. activities aimed at developing positive attitudes toward learning, and improving individual educational achievement.

(2) To further improve C.E. activities aimed at developing positive attitudes toward self and an awareness of one's interests, aptitudes, needs, and values.

(3) To further improve C.E. activities aimed at developing positive attitudes toward work and a broader awareness of occupations and the world of work.

(4) To further improve C.E. activities aimed at developing a desire to explore and test one's interests and aptitudes in a variety of occupations.

(5) To further improve C.E. activities aimed at developing career planning and decision-making skills.

(6) To document that the above strategies have made a positive impact on students.

d. Evaluation

(1) To foster a greater acceptance, among practitioners, of evaluation as a tool for improving career education strategies.

(2) To acquaint practitioners with basic evaluation designs and procedures.

(3) To focus on measuring the impact specific career education strategies have on students.

(4) To provide local districts with improved instruments for measuring student impacts, processes and needs.

e. Leadership

(1) To provide for expanded SEA leadership roles in disseminating directly and/or indirectly via consortium members, the assessment and evaluation products and demonstration packages.

(2) To initiate area and local leadership development activities for new and continuing administrators.

(3) To provide for leadership development at the local level, focusing on tasks related to implementation of a quality career education effort; examples would include:

(a) leadership for inservice of teachers, counselors, and other staff personnel.

(b) leadership for facilitating implementation teams in the delivery of career education.

(c) leadership for stimulating school-community partnerships for career education.

(d) leadership in communicating with the many publics concerned with career education.

(Also, see individual consortium member reports for their anticipated changes and/or problems.)

13. Dissemination Activities

See pages 11 and 12 of "Report of Consortium as a Whole" concerning activities designed to meet dissemination objectives. Also, see "Reports from Consortium Members" concerning their dissemination efforts.

14. Special Activities

The need to reduce race and sex stereotyping in career choice and the need to provide career education for handicapped persons has been discussed in consortium meetings. Local efforts to meet these needs are reported in the attached "Reports from Consortium Members."

Care was taken in the development of demonstration packages and assessment and evaluation instruments to produce materials as free from sex, race, and role stereotyping as possible. Feedback forms required all consortium members to rate initial drafts on the absence of sex stereotyping.

In addition, all consortium members were inserviced on the use of Madison's criteria and rating form for evaluating career education materials with a focus on problems related to stereotyping. The EPIE set on how to select and evaluate instructional materials was also introduced.

APPENDIX

FOR

FINAL REPORT OF CONSORTIUM AS A WHOLE

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PROFILE OF WISCONSIN'S K-12 CONSORTIUM PROJECT
TO IMPROVE CAREER EDUCATION
(Prepared for USOE)

I. IDENTIFYING INFORMATION

A. Project title: Effecting Incremental Quality Improvement of Career Education in a Consortium of Selected K-12 School Districts.

B. Grantee: Wisconsin Department of Public Instruction

C. Director: Robert S. Meyer, Career Education Consultant
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-7987

D. Participants: The Wisconsin Department of Public Instruction, and the public school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown, Wisconsin.

E. Grant award from Career Education Program for 1975-76: $236,947.

II. MAJOR PROJECT OBJECTIVES

A. Consortium-wide objectives:

1. Assessment and evaluation models will be developed and validated, using all members of the consortium in testing and validating.

2. Segments of existing programs or new programs within the consortium will be identified as demonstration units for the various facets of career education.

3. Each member school will raise its level of implementation of career education by at least two categories as measured by amended USOE criteria.

4. Products and processes developed during the implementation of career education strategies by member schools and the state education agency will be disseminated both in-state and out-of-state.

B. In addition, each school district in the consortium has its own set of local objectives.

III. PROPOSED ACTIVITIES

A. Consortium-wide activities

1. With the help of a half-time on-site evaluator, the consortium will develop a kit of instruments for use by local school systems in assessing their current status and needs and evaluating their progress in career education. Consortium schools and others will be involved in testing and validating these instruments.

2. Representatives from all consortium school districts will visit each of the districts early in the project to become familiar with each other's programs, and the local project directors will meet together monthly, in accordance with consortium bylaws. Based on this sharing of experiences and strengths, the collective Board of Members of the consortium will be able to assign responsibility to certain member schools for developing demonstration units pertaining to various facets of career education. The SEA's Career Education Consultant will serve as the coordinator of the consortium.

3. Each member school district, having estimated its level of implementation based on amended USOE criteria, will undertake necessary activities to raise its level of implementation by at least two categories during the project year. The instruments developed in meeting the first objective will be used to attain a more accurate measurement of implementation level at the end of the year.

4. Dissemination activities (see V., Communications).

B. In addition, each consortium school district will undertake activities to achieve their respective local objectives.

IV. EVALUATION

A. This consortium project requires both a half-time on-site evaluator and a third party evaluator. Evaluation activities will focus on five areas:

1. Products developed at the consortium level (including the assessment and evaluation kit under objective 1).

2. Consortium processes (including the consortium process itself and the processes used within the LEAs to effect incremental improvement under objective 3).

3. SEA leadership/involvement/support (related especially to incremental improvement under objective 3).

4. General LEA improvement resulting from the project (related to both objectives 2 and 3).

5. Individual LEA objectives (over and above LEA self evaluation).

B. In addition, third party evaluation will cover both in-state and out-of-state dissemination efforts (related to objective 4).

V. COMMUNICATIONS

A. Communication activities will include a monthly newsletter addressed to the Local Career Education Coordinator in care of the administrator of each school district in Wisconsin, and a quarterly newsletter to each district administrator in Wisconsin and to each state director/coordinator of career education. Each consortium school will also sponsor or co-sponsor one of five spring regional career education conferences, and the SEA will sponsor a state demonstration fair to share experiences and materials near the end of the project. The kit of tested and validated instruments to assist LEAs in more accurately measuring status, needs, and progress in career education will be available at the close of the project. An annotated bibliography of materials resulting from the project will be mailed to all K-12 districts in Wisconsin and to all state directors/coordinators of career education from which they can order free copies of materials of interest to them.

VI. DEMOGRAPHIC INFORMATION

A. Levels/Groups Served: K-12 Students, Parents, Educators, and Community

B. Areas Served: One large school district and community
Two medium sized school districts and communities
Four small school districts and communities

C. Number of Persons Served:

K-6	- 38,000	estimated enrollment
7-9	- 15,000	estimated enrollment
10-12	- 14,000	estimated enrollment

Plus educators, parents, and community. (Impossible to give number of enrolled students, teachers, counselors, parents, and B/L/I people that will actually be directly involved.)

D. Minority Groups Served:

Native American	1%
Black	1%
Spanish American	1%

E. Special Populations:

Handicapped	5%
Gifted and talented	5%

F. Income Distribution:

Under 5,000	5%
5,000 - 9,999	20%
10,000 - 14,999	50%
15,000 - 19,999	20%
20,000 or more	5%

Minutes of the July 31, 1975 Meeting
of the
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

The meeting was called to order at 10:05 a.m. in the Madison Public Schools' Administration Building.

Representatives present were: Eau Claire - Cliff Stanford; Kimberly - Al Brown, Mark French, and Jerry Kain; Madison - Ellen Meister; Oregon - Roland Cross; Shawano - Fred Ponschok; Sheboygan - Fred Skebba and Marlin Tanik; Watertown - Eileen Scott; and WDPI - Robert Meyer.

General Consortium Operations

After thorough discussion of proposed bylaws, Mr. Cross moved that they be adopted with the changes made during the discussion. Mr. Ponschok seconded the motion, and the attached bylaws were unanimously adopted.

Assessment and Evaluation Model Development

Ms. Meister was asked to share her perceptions concerning the development of a kit of assessment and evaluation instruments for use in determining current status, needs, and progress in the implementation of K-12 career education. Ms. Meister agreed to assume major responsibility for the development of this kit; and all other consortium members agreed to send her copies of instruments used in their school systems and to participate in testing and validating new instruments developed for the kit.

Evaluation

Members of the consortium worked together in reviewing and revising a rough draft of a position vacancy notice for a half-time on-site evaluator for the project. The attached copy of the agreed upon notice will be distributed through the Wisconsin Job Service Offices and the University of Wisconsin Placement Offices. It was also recommended that it be sent to the University of Minnesota.

Mr. Cross moved that the project director screen applicants for the half-time position and, at his discretion, call in a sub-committee to help select the final applicant. Seconded by Ms. Scott. In the discussion that followed, Mr. Brown suggested that either Mr. Meyer be the only one to interview applicants or that all members should take part. Mr. Kain felt that Mr. Meyer should do the selecting since the applicant would report to Mr. Meyer. Upon voting, the motion failed to pass. Mr. Brown then moved that Mr. Meyer should be given authority to screen applicants and hire the one that he felt could best carry out the duties of the half-time evaluator. Seconded by Mr. Stanford. Motion carried.

The consortium members then reviewed and revised a rough draft of a request for proposals from prospective third party evaluators. A copy of the revised RFP is attached. Suggestions for distribution of the RFP were offered, including ETS, UW-Madison, UW-Stout, and Ohio State Centers for Vocational-Technical Studies; UW-Madison and UW-Milwaukee Research Centers. Individuals suggested included Henry Brickle, Peter Harris, and Marvin Roberts. Members were encouraged to send or call in names of others they would like to receive the RFP.

Consortium Member Reports

Each representative gave a progress report including their concerns and priorities. Highlights of these reports follow:

Eau Claire was currently conducting a two week workshop (July 28 to August 8) for junior and senior high school counselors. Goals of the workshop were to increase counselor awareness of career education, to increase their personal involvement in career education, and to increase their involvement in providing on-going inservice assistance to teachers in the integration of career education with their existing curriculum. Mr. Stanford pointed out that the late notification of funding made it impossible to secure participants for their summer workshop other than counselors. He also stressed the importance of the consortium securing a half-time evaluator and third party evaluator as soon as possible in order to obtain assessment and evaluation data early this fall.

Kimberly had already hired the elementary (K-6) counselor included in the proposal, and was making plans for staff inservice programs.

Madison had already hired two 3/4 time administrative interns to help develop and improve career education at the elementary school level. Their portion of the proposal calls for filling 2.25 positions. (Also see "Orientation to Madison's Career Education Programs.")

Oregon found it impossible to line up 1975 summer workshop participants due to the late notice of funding and other summer activities. However, their steering committee has met twice to plan other alternatives. They are also moving ahead with their GIS (Guidance Information Services).

Shawano had a summer workshop to develop leadership teams. They also developed their own career education model and plan to provide three hours of inservice training this year for each professional staff person in their school district. Feedback to staff regarding results of data collection, successful experiences, etc. is to be provided through a monthly staff newsletter.

Sheboygan plans a two week workshop in August for approximately 40 staff members as a first step in expanding career education beyond the model schools of their previous project. They have a good candidate lined up to fill the position of project coordinator who will be responsible for carrying out their long range plan for career education. The Sheboygan School Board has become very interested and enthusiastic about career education.

Watertown held a two week workshop and developed a standard format to assist workshop participants as they share their career education expertise with other staff members. They have already identified six part-time liaison persons for their four elementary schools, one junior high, and one senior high school. They already have a long range plan and a newsletter.

Dissemination

It was agreed that a monthly newsletter be sent to the "Local Career Education Coordinator" of each Wisconsin school system in care of its district administrator, and that a quarterly newsletter be sent to all district administrators, if the budget is sufficient. Mr. Meyer is to check on the cost of producing and mailing these newsletters. Also, he is to find out whether or not we can include the quarterly with DPI's Journal of Public Instruction. It was decided that each member of the consortium should bring their contributions for the newsletters to the monthly meetings, and that we would extend an invitation to other school districts to submit articles on their career education programs. The most important activities reported in the monthly could be used in the quarterly.

Orientation to Madison's Career Education Programs

Ellen Meister, Career Education Coordinator for the Madison Public Schools served as hostess for this consortium meeting; and, to help acquaint other members of the consortium with Madison's approach to career education, she reported on several of their programs and distributed materials related to them. (See attached copy of July 1, 1975 progress report on career education prepared for the MPS Coordinating Council.)

Meeting adjourned at 2:35 p.m.

Next meeting will be in Eau Claire on September 9, 1975. (See meeting schedules attached.)

bb

Enclosures

BYLAWS OF CONSORTIUM

Primary characteristics of organization. This organization consists of representatives from the Wisconsin Department of Public Instruction and seven selected K-12 school districts. All of these districts have had successful experience in the implementation of career education and were selected primarily for their capacity to provide good demonstration programs in career education.

Functioning of consortium. The consortium operates on two levels. Each member school district has an operational plan designed to achieve specific local objectives; and the consortium as a whole has a set of operational plans including: (1) plans for assisting and supporting consortium members, (2) plans for conducting the joint efforts of consortium members, (3) plans for developing an assessment and evaluation model, and (4) plans for the dissemination of career education models and materials, both in-state and out-of-state.

ARTICLE I

(Name)

The name of this organization shall be: "The Wisconsin K-12 Consortium for Improving Career Education."

ARTICLE II

(Object)

The objectives of this consortium shall be to:

A. Develop and validate assessment and evaluation models, using all members of the consortium in testing and validating.

B. Identify segments of existing programs or new programs within the consortium which can serve as demonstration units for various facets of career education.

C. Raise the level of implementation of career education in each member K-12 district by at least two categories, as measured by amended USOE criteria.

D. Disseminate, both in-state and out-of-state, products and processes developed during the implementation of career education strategies by member schools and the Wisconsin Department of Public Instruction.

In addition, each consortium member shall have its own set of objectives.

ARTICLE III

(Members)

The membership of this organization shall consist of one voting representative from each of the following:

A. The Wisconsin Department of Public Instruction

B. The Eau Claire Joint School District No. 5

C. The Joint School District No. 6 - Kimberly

D. The Madison Public Schools

E. The Oregon Consolidated Schools

F. The Shawano Joint School District No. 8

G. The Sheboygan Public Schools

H. The Watertown Public Schools

ARTICLE IV

(Officers and Board)

Each participating school district shall have a local project director who will serve as its voting representative in the consortium. The career education consultant from the Wisconsin Department of Public Instruction shall serve as the director of the project's consortium organization as a whole. Together, they shall comprise a Board of Members for the organization.

ARTICLE V

(Meetings)

The regular meetings of the consortium shall be held on the fourth Tuesday of each month for the duration of the project (July, 1975 - June, 1976) unless otherwise ordered by the Board of Members. Meeting places will be rotated among the member schools as agreed upon by the Board of Members.

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ARTICLE VI

(Committees)

Ad hoc committees will be appointed by the consortium director as needed to attain consortium-wide objectives. Member school districts may be assigned responsibility by the Board of Members or volunteer for specific components of the project in line with their interest and experience.

ARTICLE VII

(Amendments of Bylaws)

The bylaws may be amended at any regular meeting of the consortium by a two-thirds vote, providing the proposed amendment has been mailed to each member at least two weeks prior to the meeting.

Minutes of the September 9, 1975 Meeting
of the
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

The meeting was called to order at 10 a.m. in the Board of Education Building of the Eau Claire Public Schools.

Representatives present were: Eau Claire - Clifford Stanford; Kimberly - Jerry Kain; Madison - Ellen Meister; Shawano - Fred Ponschok; Sheboygan - Herbert Schneider; Watertown - Eileen Scott; and WDPI - Robert Meyer. Roland Cross of Oregon was unable to meet with us due to a death in the family. Others in attendance were: Mark French, Elementary School Principal in Kimberly, Max Hines, new Elementary School Counselor in Kimberly; and Allen Stessman, candidate for the project coordinator's position in Sheboygan.

General Consortium Operations

In his opening remarks, the project director, Bob Meyer, emphasized the heavy responsibility placed on Wisconsin. Our consortium project received the fourth largest grant in the nation, four out of the 80 grants, two of the 45 grants for incremental improvement, and two of the 12 grants for special populations. (Fourteen states received no grants.) Thus, we must all be accountable for good stewardship of the trust placed in us.

The two LEA's without local advisory committees were reminded to take necessary steps to establish them in anticipation of a future joint meeting of advisory committees.

Mail received at DPI on new resource materials was shared with consortium members; and it was announced that three of the consortium members were included in the national random sampling for AIR's survey of the current status of career education in the United States required by Congress; namely, Eau Claire, Madison, and Sheboygan.

Other Wisconsin school systems to be included in the national survey are:

Beloit	Janesville	Stevens Point
Brookfield	Little Chute	Tigerton
Burlington	Manitowoc	Waukesha
Clintonville	Milwaukee	West Allis
Elroy, Kendall, Wilton	Oshkosh	West Bend
Green Bay	Racine	

Mr. Meyer told the consortium members that our USOE monitor, Grace Watson, is tentatively planning to visit the project in mid-January (after the mid-year report is in).

In the first item of business on the agenda, it was decided by concensus that each member would take his/her turn at serving as chairperson for regularly scheduled business meetings of the Board of Members rather than electing a permanent chairperson. Each will serve as chairperson whenever the meeting is held at his/her school. Thus, Cliff Stanford took over as chairperson for the rest of this meeting.

To help members identify specific facets or components of career education for which they could and would provide demonstration programs (per project's second objective), two work sheets were distributed. The first work sheet listed the seven facets of career education as defined in section 406 of the Education Amendments of 1974 and quoted in the Federal Register RFP and in our second objective. The second work sheet listed several components of career education concerning the involvement of staff, community, students, and special populations. (See attached worksheets.) Some asked to be given time to consider their responses on the worksheets, so results cannot be compiled as yet. (This will serve as a reminder to return your completed worksheets if you have not already done so.)

Assessment and Evaluation Model Development

The five LEA's who had not sent in letters of commitment concerning the development, testing and validating of the AE model were reminded to do so as soon as possible.

Ellen Meister distributed a possible format for the AE model and a suggested time schedule for the development and testing of the model. Both met with approval of other consortium members.

Evaluation

Highlights of the mailed report of the Project Directors' Meeting in Washington, D. C. on August 20-22, 1975, were reviewed, with special emphasis on evaluation. Fred Ponschok suggested that a listing of the Hoyt speeches distributed at the Washington meeting be made available to each board member so they could request copies of any of special interest to them.

The project director reported that he had been working closely with Dr. Roger Lambert, Associate Director of the UW-Madison's Center for Studies in Vocational and Technical Education in a joint search for the half-time evaluation consultant needed by the project. Dr. Lambert will hire someone full-time and then contract with DPI to have that person serve the consortium on a half-time basis. Although several candidates had been interviewed, none had met our needs as yet. Another candidate was to be interviewed the day after our meeting. (He turned out to be an excellent find and was offered the position. His name is James Augustin, and he will begin working with us during the week of September 15.)

Summaries of the five proposals received in response to our RFP from prospective third party evaluators for our project were distributed and the Board of Members was given time to study them. Copies of complete proposals and supporting materials were also distributed. The Board then established the following criteria on which to rate the proposals:

1. Accessibility
2. Projected on-site time.
3. Familiarity with C. E.
4. "Feeling" for incremental improvement.
5. Familiarity with counselors' role in C. E.
6. Recognition of LEA uniquenesses.
7. Recognition of need to involve project staff in developing evaluation design.
8. Quality of previous reports.
9. Itemized budget.

After eliminating two of the five bidders on the basis of the above criteria, each of the Board of Members ranked the evaluation plans contained in the remaining proposals. Rankings were then totaled and the bidder with the lowest total (most first and second ratings) was selected as the project's third party evaluator; namely, the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout in Menomonie, Wisconsin.

Consortium Member Concerns

Due to the time needed to select the third party evaluator, LEA progress reports were very brief. Most appeared to be laying the groundwork for achieving their local objectives.

To help each LEA identify actions required to move two incremental levels higher per USOE implementation criteria, the project director distributed a matrix he had prepared. Forty OE criteria are listed in the lefthand column and the eight OE categories or levels of implementation appear as headings for the other eight columns. Those who committed themselves to reaching level five, for example, can use the category five column as a check list to identify where they must be at the end of the project to meet objective three. (See attached.)

Dissemination

Advanced copies of our first K-12 Career Education Consortium News was distributed and it was announced that 600 copies were being run off in DPI's copy center. It will be mailed to the Local K-12 Career Education Coordinator in care of each district administrator in Wisconsin and to the directors of the other 79 projects in the nation.

Orientation to Eau Claire's Career Education Program

Cliff Stanford, Local Project Director; Tom Frisbie, Counselor at Memorial Senior High School; Don Pratt, Counselor at North Senior High School; and Lynn Paloski, Elementary School Counselor, gave a joint report on this year's focus on increasing counselor involvement in career education. They are developing a new role for their counselors which will include the provision of leadership and consultant services to teachers and coordination of staff efforts in career education, K-12. Mr. Frisbie and Mr. Pratt also told about specific career guidance activities to be conducted at each grade level in their schools.

While the Board of Members was meeting, Don Pratt, Ian Smith, and Lynn Paloski gave visiting educators from Madison and Kimberly a tour of sample classrooms to observe the integration of career education with their ongoing programs. The visitors also had an opportunity to talk with Eau Claire's Placement Director, Phyllis Rindfisch, and their Work Evaluator, Wendy VanEs.

The meeting adjourned at 3 p.m.

Minutes of October 14, 1975 Meeting
of the
Wisconsin K-12 Consortium for Improving Career Education

The meeting was called to order by Sheboygan's Career Education Coordinator, Allen Stessman, in the Sheboygan Board of Education Room at 10:05 a.m.

Representatives present were: Eau Claire - Clifford Stanford; Kimberly - Jerry Kain; Madison - Ellen Meister; Oregon - Roland Cross; Shawano - Fred Ponschok; Sheboygan - Allen Stessman; Watertown - Eileen Scott; and WDPI - Robert Meyer. Others in attendance were: Mark French, Elementary School Principal in Kimberly; and Roger Wetzel, School Counselor from Oregon. Drs. Harold Halfin and Orville Nelson, Third Party Evaluators from UW-Stout were also present.

Max Hines, Elementary School Counselor from Kimberly; and Connie Thompson, Project Coordinator for K-5 Basic Skills from Madison, visited the model schools during the day.

General Consortium Business

Minutes of the September 9, 1975, meeting were approved as mailed.

The Project Director, Robert Meyer, collected LEA progress reports and lists of key LEA project personnel. He also distributed: (1) a new mailing list of local consortium project directors, (2) the October consortium newsletter, (3) a compilation of the work sheets completed since the last meeting concerning various areas of strenghts in career education each LEA had or planned to develop, and (4) proposed changes in or deletions of activities listed in the original proposal. It was moved, seconded, and passed that the changes and deletions listed on the attached sheet be made in the proposal (for the reasons indicated), and that these be conveyed for approval to our USOE Project Monitor and to our Third Party Evaluators.

The consortium was informed that Jerry Elbers has replaced Grace Watson as our USOE Project Monitor, and that he plans to visit our project on October 28, 1975, the same day we were already planning to visit Watertown and Oregon sites. It was the consensus of the members that we adjust our plans to provide time for meeting with Mr. Elbers by postponing our visit to Watertown, and it was agreed that the project director should contact Mr. Elbers to determine his preferred use of the time he will have with us.

Mr. Kain expressed concern over the flood of requests for information from the project director, the on-site evaluation consultant, and the third party evaluator; and it was agreed that we should avoid simultaneous requests if at all possible.

Dr. Meister gave a brief oral report and distributed a written report of the USOE mini-conferences she attended on evaluation. Following statements concerning the purposes of the mini-conferences, goals, and assumptions, her report enumerates current career education evaluation activities, evaluation problems, and general recommendations for evaluating career education.

Third Party Evaluation

Dr. Nelson presented an overview of plans for third party evaluation and collected data and supporting materials he had requested from each LEA. He also requested that copies of monthly LEA progress reports be sent to him and that they include progress in incremental improvement. He also asked LEA's to send him copies of agendas of meetings/workshops held and materials produced during the year.

It was moved, seconded, and passed that consortium LEA data from the statewide 1975 Senior Survey be released to the third party evaluators. (This survey was conducted by the Center for Studies in Vocational and Technical Education, University of Wisconsin - Madison.)

Dr. Nelson then led a discussion to clarify consortium objectives concerning the AE model, the demonstration of various components of career education by member school districts, and the potential impacts of proposed activities on students. Considerable time was spent discussing the second objective. It was decided that for each of the seven facets of career education listed, we should identify one or more LEA's that had already developed considerable strength in that area and one or more LEA's that plan to develop strengths in the same area. Thus, the former can assist the latter and test the transportability of their strengths to others. (See attached table concerning the sharing of strengths within the consortium - and beyond.)

In closing, Dr. Nelson asked that member schools complete and return the attached two page form at our next meeting on October 28. The form provides for LEA self ratings concerning anticipated impacts in grades 3, 6, 9, and 12 re: various components of career education and academic achievement. It also asks for information concerning visitation procedures, special procedures for releasing student data or gathering data from students, and current status of project activities.

Jim Augustin, our part-time on-site evaluation consultant, distributed a suggested procedure for assembling instruments to be included in the AE kit; and the LEA directors assured him they would provide feed back on instruments under consideration whenever sent to them by mail.

Career Education in Sheboygan

Dr. Jerry Schoenike, Administrative Assistant to the Superintendent, spoke enthusiastically about career education as having future orientation. He stated that their Board of Education had adopted career education as a major thrust in Sheboygan schools.

Marlin Tanck, Director of Secondary Education sketched the development of career education in Sheboygan in its pre-funding period, its federal grant period (1971-74), its interim period, and its present participation in the consortium. Of special interest was the use of local funds in the interim period to set up a career education resource center at South High School with a full-time paraprofessional to help staff and students, similar to the center developed at North High School during the funded project. During the interim period, other activities included a workshop for South High faculty, monthly meetings of all junior high counselors with the counselors in the "model" junior high, the establishment of a

steering committee, and starting to develop a long range plan. The long range plan will be completed during the current school year.

Bernard Schmitt, Director of Elementary Education, described career education activities in the model elementary school and plans for expanding career education to all elementary schools in the city. Of particular note was the "hands-on" activities at the model school in which children have a chance to use acquired basic skills. He stressed the need to build faculty readiness for change and the changing role of the elementary school counselor. Approximately 80-100 parents were helping with career education in the model elementary school last school year.

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Enclosures

Minutes of October 28, 1975, Special Meeting
of the
Wisconsin K-12 Consortium for Improving Career Education

Following a half hour of informal visitation of classrooms, the meeting was called to order in the conference room of the Oregon Middle School (grades 4-6) at 10:30 a.m. by Roland Cross, host LEA Project Director.

Representatives present were: Eau Claire - Tom Frisbie (for Clifford Stanford); Kimberly - Jerry Kain; Madison - Ellen Meister; Oregon - Roland Cross; Shawano - Jerry Ciesielczyk (for Fred Ponschok); Sheboygan - Herbert Schneider; Watertown - Eileen Scott; and WDPI - Robert Meyer. Others in attendance were: Jim Augustin, Project's Evaluation Consultant; Jack Bold, Hartland-Arrowhead LVEC; Orville Nelson, Third Party Evaluator; Dave Olson, Madison Project Staff; David Overman, Hartland-Arrowhead Career Education Coordinator; Jim Olstad, Oregon LVEC; Allen Stessman, Sheboygan Career Education Coordinator; Connie Thompson, Madison Project Staff; and Roger Wetzel, Oregon Counselor.

Russel Stevens, Unit Leader in the Oregon Middle School, gave a general presentation on the integration of career education with the middle school (4-6) curriculum, and also told about a specific career education unit recently developed for use in the middle school. Included in his presentation were many suggestions on how career education can be integrated with a variety of activities such as outdoor education, simulations, and gaming.

Joyce Garner, Kindergarten Teacher at Brooklyn Elementary School, presented activities she uses to develop self awareness and positive self concepts. Activities included the Child of the Week program, and use of the DUSO kit.

October 28 was originally scheduled for visiting the last two schools in the consortium, Oregon and Watertown, with no business meeting. However, due to a notice form Washington, D.C. that our project monitor wished to visit us on that day, the visit to Watertown was postponed and some business was conducted in conjunction with the Oregon visit.

Jim Augustin, our project's Evaluation Consultant, discussed the need for each school to develop at least one instrument that could be used by all seven schools and eventually become a part of the AE kit. In most cases these instruments could be related to their own LEA needs and objectives. He also discussed the possiblity of readministering last year's Statewide Senior Survey, with modifications for additional data, in interested consortium schools.

Jerry Elbers, Project Officer from USOE's Career Education Office, joined the group for lunch and spent the rest of the day with us. After a half hour of informal visitation in middle school classes, Mr. Elbers met with the consortium for approximately an hour. His visit provided an opportunity for him to learn more about the project and for consortium members to ask questions of him.

Suggestions from Mr. Elbers included:

1. Provide feedback to students about where our people go upon graduation.
2. Use "soft sell" approach rather than "gung ho" approach.
3. Notify him and third party evaluator about any changes in operational plans due to changing needs since writing project last March. Clearly explain what we want to do at outset and then report activities accordingly as they occur. Be sure to keep transportability in mind.

4. Try to add to the attainment of quantity criteria for incremental improvement the quality of results acheived. For example, in meeting the criteria concerning inservice training hours, try to determine the impacts they had on teachers and indirectly on their students.
5. Do not feel too guilty if you can not come up with some hard data in less than a year's time to show career education improves academic achievement. This is a very difficult thing to measure, especially in our integrated or infusion approach.

Mr. Elbers estimated that between one third and one half of this year's incremental improvement projects could be refunded next year. We should all be thinking about what we want to accomplish next year to meet needs that grow out of this year's project. The funding criteria may appear in the Federal Register by the end of November and specific RFP's are expected in January. There will be different RFP's for new and renewal projects.

Shortly after 3 p.m. the meeting of the Board of Members was adjourned, but Mr. Elbers remained to discuss evaluation strategies and the AE kit with Orville Nelson, Jim Augustin, and Bob Meyer.

Next meeting will be a combination visitation and business meeting in Watertown on Tuesday, November 25, 1975.

Minutes of the November 25, 1975, Meeting
of the
Wisconsin K-12 Consortium for Improving Career Education

Following informal discussion with coffee upon arrival, the meeting was called to order at 10:15 a.m. by Eileen Scott, Local Director for the Consortium Project, in the Guidance Conference Room of Watertown's Riverside Junior High School.

Representatives present were: Eau Claire - Clifford Stanford; Kimberly - Jerry Kain; Madison - Ellen Meister; Oregon - Roland Cross; Shawano - Fred Ponschok; Sheboygan - Allen Stes:man; Watertown - Eileen Scott; and WDPI - Robert Meyer. Others in attendance were: Mark French, Elementary School Principal in Kimberly; Herbert Schneider, Sheboygan LVEC; and Harold Halfin, Third Party Evaluator from UW-Stout.

Orientation to Watertown's Approach to Career Education.

Since this was the first meeting to be held in Watertown, the first hour was devoted to learning about the career education program developed there over the past four years. Presenters included Eileen Scott, LEA Project Director; Delores Johnson, Gladys Schultz, and Mary Schultz, elementary school teachers; John Zgonc, Junior High Counselor; and Jack Lemko, Junior High Social Studies Teacher. Included in the presentation was a sampling of slides of people at work in the community. These can be shown continuously in a conspicuous location in their junior high school. The presenters indicated they had good administrative support and excellent leadership from Ms. Scott who coordinated and "perpetuated" their career education activities. The Watertown staff stresses career education as a part of their curriculum rather than as an add on.

A packet of materials from Watertown's program was also given to each member of the consortium. This included a new brochure, a bumper sticker, a large lapel button, an implementation chart covering 1972 thru 1975, sample units and games developed in workshops, and their "Earn/Learn Employment Opportunities Handbook."

General Consortium Operations.

Bob Meyer, Project Director, shared several USOE memorandums and letters from other projects concerning new publications and requests for materials. A copy of the letter from the Indiana Career Resource Center is enclosed as a reminder to write to them about your staff development programs, and when they might visit you.

The project director also reported on the National Conference for State Coordinators of Career Education sponsored by the Council of Chief School Officers on November 12-14, 1975. At this conference, Dr. Sidney Marland, Chairman of the National Advisory Council for Career Education, discussed the council's first interim report which contains recommendations for federal legislation. The report recommends that $78.7 million be allocated to the states each year for a period of five years to accomplish nine major goals:

(1) state plans for career education;
(2) statewide coordination of career education;
(3) statewide evaluation of career education;
(4) career education review for school board members, school administrators, and community leaders;
(5) inservice development of teachers;

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(6) inservice development of counselors for career education;
(7) appointment of local career education coordinators;
(8) preparation of career education coordinators; and
(9) purchase of instructional materials and supplies for local school career education activities.

Dr. Kenneth Hoyt, Director of USOE's Career Education Office, indicated he would not be leaving USOE in the near future. He feels he cannot leave until legislation is accomplished.

Dr. Sidney High of USOE's Career Education Office explained that although career education's share of FY'76 special projects funds from congress was only $3,125,000, another $7 million was added from the U.S. Commissioner of Education's Discretionary Funds to bring the total up to $10,125,000. About $2 million will be used to fund state plan proposals, a small amount will be set-aside for another series of mini-conferences, and the balance will be available to LEA's, SEA's, colleges, universities, and non-profit organizations, probably in the same five categories as last year. Dr. High could not tell us when to expect RFPs to appear in the Federal Register.

One of the items distributed at the conference was a two volume publication from EPIE (Educational Products Information Exchange). Volume I tells how to select and evaluate instructional materials, and Volume II is an analysis of 700 prescreened materials. Order blanks for the set providing 20% discount were distributed to consortium members.

It was reported that no format or guidelines for the mid-year report have as yet been recived from USOE. However, all consortium members can anticipate being asked to share in the writing of this report.

Since adjustments made in our schedule of visitations and business meetings left us without a meeting place in December, and due to Holiday activities, it was moved, supported, and passed that there would be no meeting of the Board of Members in December. Instead, Jim Augustin, On-site Evalution Consultant, and Bob Meyer, Project Director, will schedule joint visits to each of the seven LEA's. (See schedule attached.)

Assessment and Evaluation.

Jim Augustin distributed the attached list of instruments which consortium members have agreed to develop for the assessment and evaluation kit. He also asked for reactions to a listing of 18 possible items for a student needs assessment instrument concerning experiential learning options.

Mr. Augustin reported that the UW-Madison's Center for Studies in Vocational and Technical Education could work with interested consortium members in readministering and processing the senior survey at 60¢ per person. So the Center can plan accordingly, it is requested that each interested LEA project director have his/her local district administrator address a letter to Robert S. Meyer, Project Director, indicating the district's capability to financially support the readministration of the senior survey at 60¢ per student.

Evaluation of Total Project.

Jim Augustin and Bob Meyer reported on a meeting with Orville Nelson, Third Party Evaluator. Dr. Nelson suggested that we remind all consortium members to begin now to develop their demonstration packages for sharing strengths per consortium objective

B, beginning on page 10 of our proposal. He also recommended that we begin to plan the regional and statewide demonstration conferences/fairs indicated at the bottom of page 19 and top of page 20 of the proposal.

Dr. Nelson also asked us to remind all consortium members to get some sort of evaluation feedback from participants at the end of any major activity such as workshops or inservice programs.

Dr. Harold Halfin, Third Party Evaluator in attendance at our meeting, reinforced Dr. Nelson's plea to avoid procrastination in accomplishing our project tasks; and he announced that a UW-Stout graduate student, Arlys Gessner, would be evaluating consortium and LEA dissemination efforts.

LEA Progress Reports.

The following are highlights from each LEA project director's oral report. Written reports are on file for those desiring more details.

Eau Claire - Considerable progress has been made in increasing counselor involvement in career education. Among several activities, they are arranging for high school students to spend a day at work with a person engaged in an occupation of special interest to them. Parents are being made aware of career guidance activities through a Guidance newsletter published six times a year, and a January guidance open house is planned. Group guidance sessions are scheduled for seniors with similar post-high school interests. Assisting teachers with planning and implementing career education activities has picked up momentum with the help of periodic newsletters and/or notices to the faculty concerning materials and assistance available.

Eau Claire recently sent out a request for proposals to its faculty (in lieu of a summer workshop that had to be cancelled due to late notification of our grant). Fourteen proposals ranging from requests for $72 up to $4,515 and totaling $14,546 were received from 11 schools.

Kimberly - Career counselors are meeting regularly to develop strategies for a faculty inservice program. Counselors are continuing to meet with upper elementary and junior high pupils concerning self and career awareness; and counselors are countinuing to meet with senior high students concerning career planning.

Kimberly has developed a quarterly report form to be used by teachers in reporting career education activities under the headings of self awareness, world or work, career planning and exploration, parental involvement, and career clusters covered.

Madison - Twelve writers have been designing curriculum materials that will integrate career education concepts with basic skills in math and language arts.

An ad hoc committee of department chairpersons is working with other teachers in preparation for selected piloting of experience based learning. Initial contacts have been made with several businesses concerning their working with the high schools in providing experience based learning options. A follow-up survey will determine extent of specific involvements of businesses.

A Career Education Leadership Conference is scheduled in Madison for December 10. Its theme will be, "Getting It All Together," and it will involve ten persons from each of ten groups of people from the schools and community.

Oregon - To help broaden pupil awareness of job opportunities, Oregon is implementing IDECC (Individualized Distributive Education Consortium Curriculum) in their senior high school. It covers 67 careers in detail through the use of 500 LAPs (Learning Activity Packages).

Plans for parental involvement have been delayed. Revision of the Community Resource Guide is scheduled for January 1976.

Shawano - In line with their goal of updating instructional units with career education implications, Shawano curriculum leaders are currently studying materials from USOE career education projects in Colorado and Oklahoma which integrate career education with ongoing curriculum.

Shawano's second Career Development Newsletter provides some interesting feedback from the readers of the first issue concerning their understanding of career development. Responses will be helpful in planning future inservice programs.

Sheboygan - To help disseminate and improve career education in all schools, a monthly K-6 Career News and a monthly 7-12 Career News are providing good suggestions for career education activities. Both have been well received by teachers. Another more informal career-related newsletter is planned.

Every three weeks, teachers will be asked to report actual career education activities in which they and their students participated.

To further implement career education in a previous project's model schools, monthly meetings are scheduled for their career education committees. These meetings serve a double purpose of monitoring progress in the model schools and picking up ideas to pass along to other schools.

To help develop a comprehensive career planning program for students, plans are being considered for separate inservice programs for elementary, junior high, and senior high guidance personnel.

The local project director is meeting with local job service personnel to work out a procedure for using day-old job bank microfische in the high schools.

Watertown - As a part of its dissemination effort, Watertown recently published a new brochure, "Watertown's Career Education." Some of their counselors are planning a "Watertown Career Search Program" with their Chamber of Commerce, the Rotary Club, and the VTAE school.

To help upgrade their programs, a team of sixth grade teachers have been participating in orientation sessions and have made an on-site visit to the Oregon Consolidated Schools.

Dissemination.

See above reminders under evaluation.

Through discussion it was clarified that in meeting the second consortium objective concerning demonstration units, each LEA is free to develop its own method for sharing its strengths with other consortium members, the state, and nation. (This may well take the form of a written description of the processes and impacts of an identified

component of career education in which they have developed strenths, together with guidelines for others to develop comparable expertise in various settings.) Each transportable "package" can be based on previously existing or newly developed programs, and they can be, but need not be, related to LEA objectives in our proposal.

Adjournment

The meeting adjourned at 3:05 p.m. The next meeting of the consortium will be held in Kimberly on January 27, 1976.

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Enclosures (3)

HAPPY HOLIDAYS TO EVERYONE!!

Minutes of the January 15, 1976, Conference Telephone Call
of the
Wisconsin K-12 Consortium for Improving Career Education

This conference call was held between 10 and 11 a.m. on January 15, 1976. Participants included: Cliff Stanford, Eau Claire; Jerry Kain, Kimberly; Sue Flynn, Madison; Roland Cross, Oregon; Fred Ponschok, Shawano; Al Stessman, Sheboygan; Eileen Scott, Watertown; Jim Augustin, Project's Evaluation Consultant; Harold Halfin, Third Party Evaluator; and Robert Meyer, Project Director.

A conference call work sheet was mailed to all consortium members in advance, asking them to consider a set of questions and note their responses on the work sheets in preparation for the conference call.

As local consortium directors came on the line, they were asked whether or not they felt their school district's students, staff, and community could benefit from a second year of membership in a consortium project. All seven answered in the affirmative.

The second question discussed was, "What changes in consortium operations would you recommend for a second year?" Responses included:

- We need to balance dollars and other benefits derived from consortium membership against time commitments for travel, meetings, and reports.
- Too much time has been spent in travelling to meetings.
- Orientation visits to each district will not be necessary in second year.
- We could meet in central locations rather than in a consortium member's district.
- Regional meetings could substitute for consortium-wide meetings on some months.
- On-site visitations by project director and evaluation consultant could be substituted for consortium meetings on some months (as was done in lieu of a December meeting).
- We could meet quarterly instead of monthly.
- Perhaps a rotation of above alternatives could be scheduled.
- If meeting less frequently, perhaps we could drive to the meeting site the evening before and get an earlier start in the morning.
- More time in meetings could be spent on consortium concerns as a whole and less time on LEA progress reports.
- More meeting time could be spent on sharing problems and solutions, and on future plans; with less emphasis on generalizations.

The third question asked for recommendations for consortium-wide objectives for a second year. Recommendations for consideration included objectives concerning:

- Assessment and Evaluation kit
  a. continue developing, testing, and validating instruments for AE kit.
  b. continue sharing and assessing effectiveness of AE kit in meeting local needs outside the consortium.
  c. develop methods for getting maximum benefit from data collected.

- Leadership development for career education.

- Sharing with other school districts.

- Using CESA organizational structure to spread career education to other school districts.

- Dissemination of first year's results by:

  a. Identifying 7-14 new schools for original 7 to work with (1 or 2 each) in transporting ideas, activities, and materials.
  b. Measuring incremental improvement in new schools.
  c. Assess problems in transporting.
  d. Assess facilitating factors in transporting.

- Greater emphasis on providing career education for disadvantaged and handicapped in special and/or mainstreamed settings, building on programs already in existence such as in:

  a. Eau Claire - Tom Frisbie and Dick Rowe
  b. Madison East - Audrey Lehman
  c. Oregon - Jim Olstad's drop out program
  d. Shawano - Fred Ponschok's Native Americans

- Greater emphasis on reducing sex stereotyping.

The next question covered in the conference call was, "When and how would you recommend we prepare a second year's proposal?"

It was suggested that the preparation of the proposal be a joint effort and that, in addition to devoting a good share of our regular meeting in Kimberly on January 27 to the renewal proposal, we also call a special meeting for the single purpose of working on the proposal. The project director agreed to arrange for this special meeting at Stevens Point on February 4, 1976.

All consortium members are to prepare statements concerning their own LEA needs, objectives, operational plans, interaction and involvement, evaluation plans, exemplary nature of their part of the project, personnel, and budget. These are to be sent to the project director or brought to the January 27 meeting. They can then be compiled for respective sections of the proposal.

Budget constraints were also discussed so LEA's could plan and write accordingly. The project director reported that Dr. Kenneth Hoyt, Director of USOE's Career Education Office had stated that the $200,000 ceiling would be adhered to this year and that requests for renewals would stand a better chance if they reduced their budgets for the second year. Since we all agreed that $15,000 was the minimum amount that could have any impact in the four small schools, and since considerable funds would be needed for consortium wide dissemination efforts, the only feasible places left to cut were the budgets of the three largest schools. After considering more drastic cuts, we agreed that we would cut the overall budget to a figure just under the $200,000 maximum. The project director agreed to mail proposed budget maximums for LEA's to all members.

In addition to preparing their own statements on LEA needs, objectives, operational plans, interaction and involvement, evaluation plans, exemplary nature of project, personnel, and budget, all members are to bring to the January 27 meeting suggestions for these same sections of the proposal (needs, objectives --- etc.) for the consortium as a whole.

Last on the agenda was a brief discussion of next spring's dissemination efforts. Kimberly, Shawano, and Sheboygan reported that they were going to jointly conduct a sectional meeting in conjunction with the Northeastern Wisconsin Education Association's Spring Convention. Madison, Oregon, and Watertown will jointly sponsor a workshop for Southern Wisconsin; and Eau Claire will be responsible for a dissemination conference for Northwestern Wisconsin. More discussion concerning a statewide leadership conference will follow during the January 27 meeting in Kimberly. Dates and places for all four events will be selected on January 27.

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Minutes of the January 27, 1976, Meeting
of the
Wisconsin K-12 Consortium for Improving Career Education

The meeting was called to order at 10:15 a.m. in Kimberly's Board of Education's Conference Room by Jerry Kain, Local Project Director.

Representatives present were: Eau Claire - Clifford Stanford; Kimberly - Jerry Kain; Shawano - Fred Ponschok; Sheboygan - Al Stessman; Watertown - Eileen Scott; and WDPI - Robert Meyer. Roland Cross of Oregon and Ellen Meister of Madison were unable to attend due to circumstances beyond their control. Others in attendance were: Mark French, Kimberly; Herb Schneider, Sheboygan; and two of our third party evaluators from UW-Stout, Arlys Gessner and Harold Halfin.

General Consortium Business

Several items were distributed to all consortium members present and delivered the next day to those unable to attend. These included:

1. The consortium-wide and third party sections of the mid-year report.

2. Mailing lists for Wisconsin U. S. Senators and Representatives, and members of the House Subcommittee on Education for use in encouraging educators, parents, and community leaders to write in support of Perkin's Elementary and Secondary Career Education Act of 1976.

3. Copy of report from the state coordinator for career education to the Wisconsin Department of Public Instruction on his participation in a Career Education Mini-conference in Washington, D.C., sponsored by USOE's Career Education Office, January 5-6, 1976.

4. Minutes of the consortium conference telephone call held on January 15.

5. January issue of Wisconsin's K-12 Career Education Consortium News.

6. Copy of a working draft of a proposal for developing a state plan for career education, primarily for information, but also for optional review and suggestions by February 2, 1976.

7. A Consortium Schedule Worksheet for use in revising meeting schedule for balance of project year.

8. A copy of a memo from our project's USOE Monitor, Jerry Elbers, containing advice concerning the submittal of an application for a second year's consortium project.

9. A large proposal worksheet on which to enter suggestions for consortium-wide needs, objectives, operational plans, interaction and involvement, evaluation plans, exemplary nature of project, personnel, and budget.

After working with the schedule worksheet, the consortium representatives present voted to amend the meeting schedule for the balance of the year as follows:

Feb. 4, 1976	-	Special meeting for single purpose of preparing proposal for a second year of funding. Stevens Point Holiday Inn, 9:30 a.m. - 3:30 p.m.
Feb./Mar.	-	On-site visitations to be scheduled by project director, project's evaluation consultant, and third party evaluators.
March 23	-	Consortium meeting at UW-Stevens Point as a central location.
April 27	-	Conference telephone call with all consortium members participating.
May 25	-	Consortium meeting at UW-Stevens Point.
June 22	-	If needed. (May be necessary to get together at an earlier date to work on final report.)

All consortium representatives then used the worksheet distributed earlier to provide their input concerning the proposal for the consortium as a whole. They were reminded to refer to Jerry Elbers' memo and the minutes of their consortium conference call concerning renewal of the project. After working independently for approximately 45 minutes, each LEA representative read what they had written across the top of the form concerning needs, objectives, operational plans, and evaluation plans. Those who had not already mailed in their local needs, objectives, plans, etc. turned them in at the meeting.

Development Progress of AE Models

After lunch, Jim Augustin, Project's Evaluation Consultant, distributed several potential instruments developed by some of the consortium members and some feedback forms to be completed and returned at the February 4 meeting.

Evaluation of Total Project

Dr. Harold Halfin, one of our third party evaluators from UW-Stout, gave us a brief summary of their mid-year evaluation report. He felt we had made good progress to date, but he cautioned us not to procrastinate concerning the development and testing of our demonstration packages and our assessment and evaluation instruments.

Dr. Halfin also reminded everyone of their plans to have a team visit each consortium school in the near future.

Dissemination

Plans for dissemination events were next on the agenda.

Eau Claire is planning a workshop to share consortium benefits in North-western Wisconsin. It will be held in Eau Claire's Holiday Inn on March 24, 1976.

Kimberly, Shawano, and Sheboygan are going to jointly sponsor a sectional on the consortium in conjunction with the Northeastern Wisconsin Education Association's Convention in Neenah on April 9, 1976.

Due to Dr. Meister being on leave of absence for the month of January, no firm plans have been established for Southern Wisconsin. Tentatively, Watertown will have a dissemination event for their area, and Oregon and Madison will jointly sponsor a workshop. No dates or places as yet.

The consortium members present voted to jointly conduct a Statewide Leadership Conference in the Madison area on June 8, 1976.

The regional events will focus on classroom teachers whereas the statewide conference will be geared to school administrators, supervisors and directors of curriculum development, local vocational coordinators, and counselors.

LEA Progress Reports

Brief highlights of written LEA reports were given orally by consortium representatives. Many items in these reports would make good articles for the consortium newsletter, and all were encouraged to write them up. (A one page double spaced typewritten story will fill a column in t[illegible]ewsletter.)

Evaluation of the Meeting

At the close of the meeting, each representative was asked to complete a short evaluation form designed by Jim Augustin. This will be done at the end of each meeting in the future.

Minutes of the March 23, 1976, Meeting
of the
WISCONSIN K-12 CONSORTIUM FOR IMPROVING CAREER EDUCATION

The meeting was called to order by Clifford Stanford, Local Eau Claire Director for the Consortium, at 10:15 a.m. in the University Center, University of Wisconsin - Stevens Point.

Representatives present were: Eau Claire - Clifford Stanford; Kimberly - Jerry Kain; Madison - Connie Thompson (for Ellen Meister); Shawano - Fred Ponschok; Sheboygan - Allen Stessman; Watertown - Eileen Scott; and WDPI - Robert Meyer. Oregon was unable to send a representative to this meeting. Others in attendance were Jim Augustin, On-site Evaluation Consultant; and Harold Halfin and Orville Nelson, Third Party Evaluators from University of Wisconsin - Stout.

General Consortium Operations

Bob Meyer circulated mail received of possible interest to consortium members, including the resume of Jonathan Roman who is interested in securing a career education position in Wisconsin, a brochure from the State of Oregon's Consortium for Career Education, and a request concerning commercial exhibits at our dissemination events, April through June.

Fred Ponschok indicated interest in having Shawano graphic arts students print a brochure for our consortium similar to Oregon's. Perhaps this brochure could advertise the availability of our AE kit and demonstration packages from our first year's project. If funded for a second year, another brochure could be printed early in the project to alert interested parties to our second year's objectives and plans.

It was agreed that if permitted in Madison Schools, selected vendors be notified of our statewide conference on June 8, 1976. Some felt that too many commercial exhibits might detract from consortium products. Local directors can make their own decisions concerning vendors at the regional workshops.

Cliff Stanford suggested that we request an extension of time at the end of the project year in order to hold some summer workshops, since the late notice of approval last spring did not make it possible to organize 1975 summer workshops. Mr. Meyer agreed to call Jerry Elbers.

Announcements included:

- AIR had 95% returns on its National Assessment of Career Education and the results will be available soon. (Some consortium members were in the sample surveyed.)
- Our consortium renewal proposal will be read this week. However, according to CEN, we can not expect to receive notices of approval until June.
- The final report will be due 90 days after the end of the project.

Assessment and Evaluation Models and Demonstration Packages

Jim Augustin reported that 13 AE instruments had already been sent to consortium members for feedback. It was agreed that he should compile these AE models in a looseleaf notebook, arranged by types of instruments with a table of contents and dividers between sections. Each instrument will have a cover page indicating the purpose of the instrument and the school district that produced it.

Cliff Stanford was given several suggestions during the meeting concerning Eau Claire's student questionnaire on guidance services.

Jim Augustin also distributed a form he had developed for providing feedback on demonstration packages and another instrument developed by Al Stessman for the same purpose. It was agreed that both feedback forms would be useful. Current plans call for placing demonstration packages in clear plastic covers with a title page showing: (1) a concise, eye-catching title, (2) the USOE descriptive "facet" phrase, (3) the consortium school that developed the package, and (4) the schools that tested its transportability.

All members were reminded that the instruments for the AE kit were to be sent to Jim Augustin by April 1, and the demonstration packages to Bob Meyer by April 2 in order for them to compile the material in time for the first regional conference to be held in Neenah on April 9. If feedback and refinement have not been completed, mark the instruments and packets "Rough Working Draft - For Discussion Only."

Evaluation of Total Consortium Project

Dr. Halfin and Dr. Nelson from University of Wisconsin - Stout distributed several proposed instruments for third party evaluation in late April and early May. They were appreciative of the many suggestions received for improving the instruments from the consortium members. They will be revised accordingly and distributed to all local directors by April 15. Their instruments included: (1) a set of pictures with teacher narrative to measure third grade self awareness, (2) a career interest survey for sixth graders, (3) a career awareness inventory for sixth and ninth graders, and (4) a survey to assess work attitudes, occupational exploration, and career decision making skills of ninth graders. All of these will provide good base line data for the renewal project which includes several learner outcome objectives. The senior survey will be administered again this year and compared with results from the same instrument last year. In addition to student instruments, one counselor and three teacher forms were distributed for feedback: (1) career education activities for elementary school teachers; (2) career education activities for middle school and high school teachers; (3) middle school and high school teachers' opinions on career education; and (4) counselor career education opinions and activities.

Dr. Nelson explained that there was no need to test all students. It is possible that some districts may choose not to use a particular form because they are already using a similar instrument. The third party evaluators will contact each district by phone to determine which forms are appropriate for them. Also, it will be possible to make some adjustments in the grade levels in administering the instruments.

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LEA Progress Reports

Due to lack of time, there were no oral LEA reports. However, February reports were collected from those who had not mailed them to the project director, and all were reminded to mail in their next progress report at the end of March. During their on-site visits during February and March, Jim Augustin and Bob Meyer were pleased to find all LEAs on schedule in meeting their local objectives.

Dissemination

Plans for the regional workshops have been completed. They are to be held in Neenah on April 9 (sponsored by Kimberly, Shawano, and Sheboygan in conjunction with the NEWEA convention), in Oregon on April 21 (sponsored by Madison and Oregon), in Eau Claire on April 22 (sponsored by Eau Calire and CESA 6), and in Watertown on May 6,

A skeleton program and agenda for the June 8 statewide conference were distributed and several good suggestions were received from consortium members concerning the theme of the conference and personnel to fill key spots as panel members or small group discussion leaders. It was agreed that this event should be a Statewide Leadership Conference for Career Education (for educational and community leaders) and that the theme of the conference should be "Strengthening Links between Schools and Communities through Career Education."

Bob Meyer reported that Ken Hoyt and Sid High of USOE were not available as keynote speakers, but at the suggestion of Dr. High, he had been able to obtain Dr. Bruce Schertzer, Chairman of the National Advisory Council for Career Education. Mr. Meyer will also contact the people suggested as presiders, panel members, etc. The conference will be held at La Follette High School, Madison, Wisconsin, on June 8, 1976, from 9:30 a.m. to 3:30 p.m. We will try to get all members of the State Advisory Committee to publicize the conference in their respective association newsletters, including the DPI Newsletter.

Meeting adjourned at 3:25 p.m.

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Minutes of April 27, 1976, Conference Telephone Call
of the
Wisconsin K-12 Consortium for Improving Career Education

This conference call was held between 10 and 11 a.m. on April 27, 1976. Participants included: Clifford Stanford, Eau Claire; Jerry Kain, Kimberly; Ellen Meister, Madison; Roland Cross, Oregon; Fred Ponschok, Shawano; Al Stessman, Sheboygan; Jim Augustin, Project's Evaluation Consultant; Orville Nelson, Third Party Evaluator; and Robert Meyer, Project Director. Eileen Scott of Watertown was unable to participate but had secretary record the meeting, with permission of all concerned.

A tentative agenda was mailed in advance to each of the above and was followed during the conference call except for moving LEA reports to the last item of business.

General Consortium Operations

All local directors were reminded to request budget changes needed to best meet their career education needs. Latest balances provided by the Bureau of Fiscal Services were read for each consortium member. All monies must be obligated by June 30, 1976.

Instructions from USOE concerning the final report were mailed to each local director along with the prposed agenda. In the conference call it was recommended that we plan on jointly preparing the final report in the same manner as the mid-year report. However, the final report must include two additional sections: (1) a report entitled "Career Education Program Participant Summary," and (2) an abstract of the final report. We will be given 90 days after June 30 to submit the report.

A short letter from Jerry Elbers, USOE, in which he indicated his plans to attend our June 8 Leadership Conference, was read for all members.

Bob Meyer reported that he would be attending a meeting of USOE project directors in Washington on May 17-18, and would share our AE kit and Demonstration Packets at the meeting. He also reminded everyone to return feedback forms to originators of demonstration packets and to refine their packets based on feedback from others.

Assessment and Evaluation Model Development

Jim Augustin reported that he was preparing cover sheets for each AE instrument to help users get maximum benefit from them. He also reminded everyone to return their feedback forms on instruments reviewed and/or field tested.

Evaluation of the Total Project

Orville Nelson reported that Harold Halfin, Arlys Gessner, and he were on schedule in gathering data for third party evaluation. Early returns from a sampling of readers of the K-12 Career Education Consortium News looked favorable.

Dissemination

Considerable time was spent discussing the Statewide Leadership Conference to be sponsored by the consortium in Madison on June 8. Publicity efforts included:

(1) Memo from the State Superintendent to all District Administrators with ten flyers,
(2) Memo to all counselors with two flyers, 62

(3) Memo to all LVEC's with two flyers,
(4) Memo to all members of the State Career Education Advisory Committee asking them to publish a prepared news release in newsletters of their respective organizations, and
(5) Arranging for a news release from DPI on or about June 1 to newspapers, statewide, about the conference.

All were reminded that our consortium secretary needs the names and occupational titles of co-discussion leaders from the community who are going to serve with local directors and other project personnel. If all are not needed, we can double up, depending upon number of registrations.

"Other" Business

It was decided to cancel the May 25 meeting and meet instead the evening before the Statewide Conference. As hostess for this meeting, Ellen Meister agreed to make arrangements for a dinner meeting at a convenient location.

It was announced that the U.S. Commissioner of Education will be sponsoring a National Conference on Career Education in Houston, Texas, on November 7-10, 1976, and that each state has been asked to form a State Program Planning Advisory Board to help make it a success. They expect 15,000 or more to attend from education, business, industry, labor, and other community groups.

LEA Reports

Kimberly, Shawano, and Sheboygan were disappointed at the poor participation in their sectionals and displays at the Neenah Convention of the Northeastern Wisconsin Education Association. Their physical location was too much off the "beaten path."

Madison and Oregon also reported small attendance at their workshop which focused on the AE kit. Those in attendance found it worthwhile.

Eau Claire reported approximately 160 from surrounding schools attended the workshop they sponsored jointly with CESA's 5 and 6. Late afternoon was devoted to browsing through displays of commercial materials and teacher-made career education materials. After a dinner served in the same location participants broke into small discussion groups of their choice.

Watertown's Workshop was still being planned for May 6, and it was designed to broaden awareness of both students and adults of career opportunities in their area. Many area employers are involved.

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CAREER EDUCATION IMPLEMENTATION CATEGORIES

Category 1

1. At least 80% of all teachers in the school and/or school system, K-12, have received at least four hours of inservice education designed to acquaint them with the career education concept and the basic methodology of career education in the classroom.

2. At least 80% of all counseling and guidance personnel in the school and/or school system, K-12, have received at least four hours of inservice education designed to acquaint them with the career education concept and the basic methodology of career education in counseling and guidance.

3. At least 10% of all teachers in the school and/or school system, at the elementary school level, have devised and carried out at least one career education activity in their classroom.

4. Resource persons from the business-labor-industry-professional-government community have participated in career education activities in the school and/or school system building(s) on at least ten occasions.

5. At least 10% of all students in the school and/or school system, at the elementary school level, have participated in at least two field trips to the business-labor-industry-professional community.

6. At least 5% of the parents of students in the school and/or school system, at the elementary school level, have participated in the school and/or school system's career education program.

7. The school board has officially endorsed career education and declared it to be a priority of the school and/or school system.

Category 2

1. The school and/or school system has met all conditions described for Category 1.

2. At least 25% of all teachers in the school and/or school system, at the elementary school level, have devised and carried out at least three career education activities in their classrooms.

3. At least 10% of the middle/junior high school teachers in the school and/or school system have devised and carried out at least one career education activity in their classroom.

4. At least 25% of all students in the school and/or school system, at the elementary school level, have participated in at least two field trips to the business-labor-industry-professional-government community.

5. At least 20% of the parents of students in the school and/or school system, at the elementary school level, have participated in the school and/or school system's career education program.

6. At least 10% of all middle/junior high school students in the school and/or school system have participated in at least four field trips to the business-labor-industry-professional-government community.

7. A systematic evaluation of the effectiveness of career education in the school and/or school system, at the elementary school level, has been carried out and results from that evaluation are available.

8. A Career Education Coordinating Council, involving representatives from the formal educational system, the home and family, and the business-labor-industry-professional-government community has been established and is in operation.

Category 3

1. The school and/or school system has met all conditions described for Category 2.

2. At least 50% of all elementary teachers, at least 25% of all middle/junior high teachers, and at least 10% of all senior high school teachers in the school and/or school system have carried out at least five career education activities in their classrooms.

3. Resource persons from the business-labor-industry-professional-government community have been utilized, at least once, in at least 50% of the elementary classrooms and in at least 25% of the junior high school classrooms in the school and/or school system.

4. Elementary schools in the system are operating programs that result in encouraging all parents in the school and/or school system to be involved, within the home, in some kind of career education activity. At least 25% of parents have been involved in some kind of career education activity conducted under the direct supervision of classroom teachers.

5. At least 50% of all middle/junior high school pupils in the school and/or school system have participated in at least one "hands-on" career exploration project.

6. Evidence of effectiveness of career education in the school and/or school system, at the elementary school level, has been obtained and is available.

7. An evaluation of effectiveness of career education in the school and/or school system, at the middle/junior high school level, has been carried out and results from that evaluation are available.

8. The school and/or school system has devised and is operating programs designed to reduce both race and sex bias in the occupational decision making process.

9. At least five different kinds of vocational education programs are available for choice by 100% of all senior high school students in the school and/or school system.

Category 4

1. The school and/or school system has met all conditions described for Category 3.

2. At least 75% of all elementary teachers, at least 50% of all middle/junior high teachers, and at least 25% of all senior high teachers in the school and/or school system have carried out at least five career education activities in their classrooms.

3. At least 75% of all middle/junior high school pupils in the school and/or school system have participated in at least two "hands-on" career exploration projects each year.

4. At least 33 1/3% of all eligible 12th grade students in the school and/or school system have participated in an actual or simulated work experience project for at least one semester or marking period during the school year.

5. At least 80% of all senior high school students in the school and/or school system have participated in systematic career decision making activities through individual and/or group counseling.

6. Evidence of effectiveness of career education in the school and/or school system, at the middle/junior high school level, has been obtained and is available.

7. A coordinator of career education has been employed by the school and/or school system.

Category 5

1. The school and/or school system has met all conditions described for Category 4.

2. At least 75% of all elementary and middle/junior high school teachers, and at least 50% of all senior high school teachers in the school and/or school system have carried out at least five career education activities in their classrooms.

3. Resource persons from the business-labor-industry-professional-government community have been utilized, at least twice, in at least 50% of all classrooms in the elementary, middle/junior high, and senior high school grades in the school and/or school system.

4. At least 45% of all eligible 12th grade students in the school and/or school system have participated in an actual or simulated work experience project for at least one semester or marking period during the school year.

5. Clear evidence of job and/or further educational placement assistance efforts in the school and/or school system is available for all school leavers.

6. The school and/or school system's career education program has resulted in at least 75% of all parents being involved, within the home, in some kind of career education activity including career planning. Additionally, at least 50% of all parents of children in the school and/or school system have been involved in some kind of career education activity conducted under the direct supervision or participation of teachers and/or counselors.

Category 6

1. The school and/or school system has met all conditions described for Category 5.

2. Evidence of effectiveness of career education in the school and/or school system, at the senior high school level, has been obtained and is available.

3. Special career education activities have been devised and are being conducted with at least 80% of all physically and mentally handicapped students enrolled in the school and/or school system.

4. Special career education activities have been devised and are being conducted with at least 80% of all students from low income families enrolled in the school and/or school system.

5. Special career education activities have been devised and are being conducted with at least 25% of all senior high school students in the school and/or school system who have been identified as in either the highly gifted or highly talented categories.

6. Follow-up data with respect to both work and educational experience have been collected from and are available for at least 50% of all students (excluding transfers) who have left the school and/or school system during the past twelve months.

Category 7

1. The school and/or school system has met all conditions described for Category 6.

2. Opportunities will be provided for 100% of elementary school pupils in the school and/or school system who are engaged in career education

activities designed to increase their general awareness of the world of paid employment, the place of work in society, habits, and clarification of individual work values.

3. Opportunities will be provided for 100% of middle/junior high school pupils at each grade level in the school and/or school system who are engaged in some form of "hands-on" career exploration program, either within the school or in the broader community, designed to increase their knowledge of the world of paid employment and their interests, aptitudes, and work values associated with various aspects of that world.

4. The school and/or school system is operating a program of flexible scheduling that allows each senior high school student opportunity to combine classroom and work experience from a broad array of educational and community options.

5. 100% of senior high school students in the school and/or school system have been given an opportunity and encouraged to participate in career decision making programs involving both group and professional career counseling.

6. A Career Entry Council, involving the collaborative participation of personnel from both the formal educational system and from the business-labor-industry-professional-government community has been established and is systematically offering its services to all school leavers in the school and/or school system.

7. Clear and positive evidence of effectiveness of career education in the school and/or school system, at the senior high school level, has been obtained and is available.

Category 8

1. The school and/or school system has met all conditions described for Category 7.

2. The school and/or school system has committed itself to, and is operating, a competency based system of educational assessment that emphasizes performance evaluation as a prime determinant for high school graduation.

3. The school and/or school system is operating on some variation of the "year round school" concept.

4. The school and/or school system's programmatic procedures, with reference to 2 and 3 above, are based on research results that have produced clear and positive results.

GUIDELINES FOR DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

For Use By The

Wisconsin K-12 Career Education Consortium

Prepared By

James W. Augustin

November 1975

DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

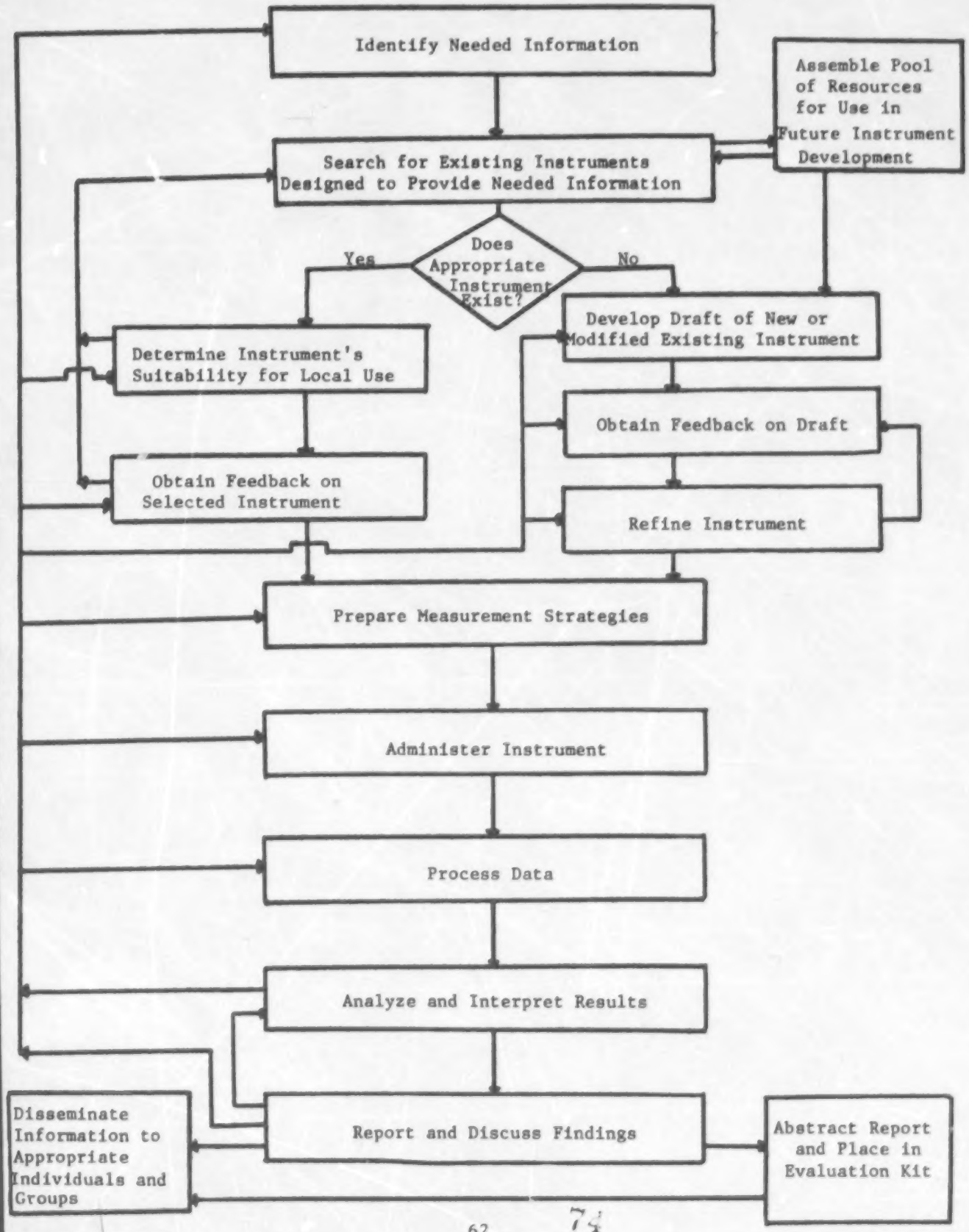
One of the major objectives of the Wisconsin K-12 Career Education Consortium is to develop a variety of assessment instruments which can be used in the design, implementation and evaluation of career education programs. In order to accomplish this objective, it is necessary for all LEA members of the Consortium to participate in instrument development and utilization processes. Each LEA has agreed to develop and utilize at least one assessment instrument for which there is a consortium-wide as well as local need. Each member has also agreed to incorporate in its assessment activities at least one instrument developed by another LEA so that a better judgement of the validity and utility of each instrument can be made.

Selection or development of a valid data collection instrument is a very important facet of any valid evaluation. Equally important is the proper use of the assessment instrument after it has been selected or developed. Therefore, the attached Steps in Developing and Utilizing Career Education Assessment Instruments is offered as an aid to LEAs in their evaluation activities, particularly as they relate to accomplishing the Consortium's objective of creating a kit of career education assessment instruments.

The "Steps" are intended to serve as guidelines rather than a prescription for LEAs. An LEA can proceed through these basic steps each time it develops and/or uses one assessment instrument. Component tasks have been identified for each step so that each LEA can take some initiative and responsibility for completing necessary activities using local resources. The guidelines also note ways in which the evaluation consultant and project director can be of assistance in carrying out the activities associated with each step.

Member LEAs differ greatly in the resources which they have available for evaluation. Consequently, there will be differences among LEAs in the degree to which they can complete any component task. The nature and extent of assistance from the evaluation consultant and project director will vary with the kind of instrument being developed and/or utilized and the abilities of the LEA. Because a wide variety of instruments will be developed for many purposes and used in different settings under different circumstances, the listing of component tasks and support activities should not be regarded as comprehensive. Special resource persons, such as psychologists and third party evaluators, who are available to LEAs may also be relied upon for assistance in completing various tasks.

OVERVIEW OF STEPS IN DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS


Identify Needed Information
Assemble Pool of Resources for Use in Future Instrument Development
Search for Existing Instruments Designed to Provide Needed Information
Does Appropriate Instrument Exist?
Yes
No
Develop Draft of New or Modified Existing Instrument
Determine Instrument's Suitability for Local Use
Obtain Feedback on Draft
Obtain Feedback on Selected Instrument
Refine Instrument
Prepare Measurement Strategies
Administer Instrument
Process Data
Analyze and Interpret Results
Disseminate Information to Appropriate Individuals and Groups
Report and Discuss Findings
Abstract Report and Place in Evaluation Kit

STEPS IN DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

Step	Component Tasks	Support Roles: Evaluation Consultant	Support Roles: Project Director
Identify Needed Information	Formulate questions regarding needs assessment, materials, program implementation, program outcomes, etc. Specify kind(s) and source(s) of information which will provide answers to questions.	Assist LEA in formulating evaluation questions and identifying appropriate information types and sources. Review for clarity and conciseness. Coordinate assessment and evaluation activities among LEAs.	Establish and maintain contacts with appropriate state committees and task forces. Inform others of needs.
Search for Existing Instruments Designed to Provide Needed Information	Conduct search of all resources available to LEA. Use Educational Resources Information Center (ERIC) Clearinghouse in Career Education and Clearinghouse in Tests, Measurement and Evaluation.	Search files, journals in education, psychology, and measurement, publishers' test catalogues, Psychological Abstracts, Tests in Print, Education Index, Mental Measurements Yearbook, and other literature in career education.	Actively seek out example instruments used by other groups in the state and nation.
Assemble Pool of Resources for Use in Future Instrument Development	Provide evaluation consultant with copies of instruments, evaluation reports, and other materials which may be of use in future assessment and evaluation activities.	Build and maintain central pool of resources, including instruments, evaluation reports, and important reference materials.	Actively seek out resources from USOE, publishers, and other groups in the state and nation.

Step	Component Tasks	Support Roles: Evaluation Consultant	Support Roles: Project Director
Decide Whether Appropriate Instrument Exists	Study instrument manual and/or other accompanying information to determine degree to which the information it collects or variables it measures will provide answers to questions asked or assist in decision making. Examine instrument's validity and reliability. Determine ease with which results may be interpreted and used. Examine instrument format, organization, items, and reports of previous use in research or evaluation. Note date instrument was constructed and any dates of efforts directed toward revisions.	Assist in decision process if requested. Review decision and quality of the information it was based upon.	
Determine Instrument's Suitability for Local Use	Examine administration requirements (e.g. length of time, complexity of instructions). Determine appropriateness of instrument's reading level, norms, etc. to characteristics of potential respondents. Note scoring or tabulating requirements and whether any services are offered or required. Determine costs of obtaining instrument copies, administering instrument, and processing response data.	Review instrument's suitability after initial screening by LEA.	
Obtain Feedback on Selected Instrument	Note other LEAs past experiences with instrument. Ask questions regarding potential for use by other LEAs, problems they might anticipate in use in their districts, any modifications they might make before use, suggestions on alternative instrumentation, etc.	Assist LEA in reviewing content of feedback.	Facilitate flow of feedback.

Step	Component Tasks	Support Roles: Evaluation Consultant	Support Roles: Project Director
Develop Draft of New Instrument or Modified Existing Instrument	Proceed through steps in construction of a new instrument: 1. Prepare blueprint. 2. Select appropriate item types (e.g. structured response or free response). 3. Plan level, range, and appropriate number of items. 4. Make item writing and review assignments. 5. Establish how items will be assembled. 6. Write items. 7. Pilot service items to determine respondents' comprehension, time requirements, etc. 8. Analyze item statistics and make item revisions or deletions. 9. Compile preliminary form. Or make desired modifications in length, items, response format, etc., of existing instrument. (Check for restrictions in modifying copyrighted materials.)	Guide LEA through steps in instrument construction or revision. Offer technical assistance where requested or required. Help arrange for assistance from outside sources when needed. Assist in making appropriate modifications.	Encourage high quality assessment instruments.
Obtain Feedback on Draft	Submit preliminary form to other LEAs for information on potential for use in other LEAs, instrument focus, anticipated problems in use, and any suggestions for modification. Ask other LEAs to assist in further pilot servicing if they are interested.	Help determine point(s) at which feedback is needed. Assist LEA in reviewing feedback information.	Facilitate flow of feedback.

Step	Component Tasks	Support Roles: Evaluation Consultant	Support Roles: Project Director
Refine Instrument	Try out preliminary form to verify time limits, difficulty, etc. Make necessary revisions in length, items, organization, response format, etc. Compile final form of instrument.	Assist LEA in incorporating appropriate suggestions into instrument development and use.	
Prepare Measurement Strategies	Prepare overview of measurement design. Specify sampling procedure(s). Specify schedule for data collection. Identify statistical analyses to be performed on data. Arrange for availability of data processing and data analyses. Carry out any necessary training of instrument administrators.	Assist in preparation of measurement design, specification of samples, and selection of statistical analysis procedures to be used. Assist in identifying other districts willing to use instrument. Coordinate data collection schedules when instrument is used in other consortium member districts.	
Administer Instrument	Collect responses from sample(s). Document specific administration procedures and conditions.	Assist in data collection if requested. Review documentation and any problems or irregularities in administration.	Distribute forms to other LEAs and insure they are acquainted with proper administration procedures when assistance of other districts is solicited.
Process Data	Carry out any necessary labeling for identification purposes. Carry out any necessary coding of response forms. Perform any hand tallying or key punching as required by data analyses.	Assist with developing data processing codes. Insure that data processing activities are carried out.	Assist in arranging for data processing.

Step	Component Tasks	Support Roles: Evaluation Consultant	Support Roles: Project Director
Analyze and Interpret Results	Perform statistical analyses selected earlier. Perform any additional analyses which will yield additional meaningful information. Interpret results in light or original questions, sample characteristics, administration details, other setting peculiarities, etc.	Insure that all meaningful analyses are performed. Assist in interpretation of results.	Assist in arranging for any necessary computer analyses.
Report and Discuss Findings	Write report detailing purpose(s), instrument development, measurement strategies, results, and interpretations. Direct content of report to appropriate level of planning or administration.	Assist in reporting activities when requested or where needed. Review report for clarity, conciseness, etc. before dissemination.	Send copies of reports to USOE. Disseminate interesting information in newsletter. Release appropriate information to other news media.
Abstract Report and Place in Evaluation Kit	Summarize important information on what instrument assesses, history of development, format, organization, and specific content. Abstract should also include details of field testing, results, and recommendations/guidelines for further use or modification. Attach copy of instrument or samples of items.	Develop standard summary format. Review LEA abstracting products, before inclusion in kit, for completeness and utility of information included.	Determine any editorial policies. Arrange for any necessary artwork. Schedule printing.
Disseminate Information to Appropriate Individuals and Groups	Provide decision makers, administrators, and other appropriate individuals with reports as they are completed. Disseminate instruments and report summaries to other interested LEAs for their use in assessment and evaluation and/or to obtain participation in further instrument development activities.	Assist in building norms when they would be appropriate and helpful in the decision making process.	Manage dissemination activities.

INSTRUMENT DRAFT FEEDBACK FORM

Origin The feedback form was developed by the Consortium's on-site evaluation consultant with the assistance of several LEA consortium representatives.

Purpose This form provides a structured format for the review of locally developed evaluation instruments and should stimulate constructive criticism of instrument drafts.

Description The form contains four open-ended questions and a fifth question in structured response format. This fifth question requires the reviewer to rate various characteristics of the instrument in question on a 3-point scale.

Time Requirements A reviewer who is familiar with the instrument draft should be able to complete the form in a few minites.

Administration This form can accompany any local evaluation instrument on which its developer would like feedback for the purpose of improving its quality. Persons within and outside the district might be contacted for their comments if it is intended that the instrument be highly transportable. For an instrument tailored to a specific setting, all who will be involved in its use might be contacted with this form. Name and address of the person to whom the completed form is to be returned should be indicated somewhere on the form or in an accompanying letter. It is suggested that feedback be requested with this form prior to piloting any newly developed instrument.

Data Analysis Responses to the open-ended questions can easily be summarized. Ratings of the various instrument charateristics tested in question 4 can be tabulated to identify particular characteristics which need improvement.

Interpretation and Use of Results Results should prove helpful to the instrument developer as he or she makes revisions and modifications. In the event of conflicting comments and suggestions, the developer will have to exercise his or her own judgement as to where changes should be made and their specific nature.

Instrument Draft Feedback Form

Please answer the following questions after reviewing the instrument which accompanies this form. Your responses will help each LEA to develop an instrument of higher quality and greater utility.

Name of Instrument _____ Date _____

Reviewer _____ LEA _____

1. Is there a need in your district for the kinds of information which this instrument is designed to provide?

2. To what extent does this instrument focus upon obtaining information which would be of greatest use to your district?

3. What problems, if any, would you anticipate in using this instrument?

4. How would you rate each of the following?

	(1) Good	(2) Adequate	(3) Needs Improvement
a. Instructions to respondents . .			
b. Scope of items			
c. Content of items			
d. Readability of items			
e. Organization of items			
f. Response format			
g. Absence of sex stereotyping . .			
h. Attractiveness (layout and quality of reproduction) . .			
i. Ease of processing data			

	Good	Too Long	Too Short
j. Length			

5. What modifications, if any, would you make in its format, organization, and/or content? Your specific suggestions may be made directly on the instrument.

☐ Check here if you are interested in using this instrument in your district when a revised form is completed.

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Thank you for responding.
Please return to: _____

STUDENT CAREER DEVELOPMENT NEEDS ASSESSMENT

Origin This student needs assessment was developed in the Madison, Wisconsin school district and initially used with over 200 students at Madison Memorial High School.

Purpose The instrument assesses student needs for various career planning experiences and can help high school staff improve services in this area.

Description The assessment instrument contains 20 items. The first six are questions about the characteristics of the respondent. The remaining 14 items are various career development experiences from "observing workers in their work environment" to "developing job seeking skills." The student respondent is asked to rate on a 5-point scale the degree to which each experience has been provided in school and then designate on a second 5-point scale his or her level of need for each experience.

Respondent Groups The needs assessment is appropriate for all high school students

Time Requirements An average of 10 minites is required to complete the instrument.

Suggestions for Modification or Local Adaptation The user may wish to write additional items which specify other career development experiences not covered in the existing 14.

Administration The instrument may be administered in any classroom setting; however, it is suggested that selected academic department areas may want to collect this information for purposes of determining the relationship of their curriculum/instruction to students' career development needs. It may also be administered to random samples across the entire high school population if information on the total school's curriculum relationship to career development needs is desired.

Data Analysis Frequency responses can be hand or computer tallied. If the number of responses is large enough (50 or more), frequencies can be converted into percentages for each item. Mean responses can also be computed for each item; to facilitate interpretation, "don't know" responses should not be used in calculating means.

Interpretation and Use of Results Comparisons between those experiences "provided" and those "needed" may be made via mean scores to determine priority areas for improvement. Also, items from this instrument may be compared to similar items found on the Wisconsin Senior Survey. Results may be discussed within departments and/or larger faculty groups. Individual teachers may want to get further verbal interpretation/feedback from student groups. Counselors, specifically, should identify priority needs and relate the delivery of their programs and services to these needs.

STUDENT CAREER DEVELOPMENT NEEDS ASSESSMENT

Your answers to the following questions will help the school staff in determining students' career development needs so that services in this area can be improved.

1. Your grade: (1)____9th, (2)____10th, (3)____11th, (4)____12th.
2. Sex: (1)____M, (2)____F.
3. After high school plans (select one): (1)____Permanent, full time job
   (2)____Technical or trade school
   (3)____Armed Services
   (4)____College
   (5)____Other (what?)_____
   (6)____Don't know
4. Have you chosen your career? (1)____Yes, (2)____No.
   If "yes", what is it?_____
5. How certain are you? (1)____Very, (2)____Moderately, (3)____Slightly.
6. When did you arrive at this choice? (1)____9th, (2)____10th, (3)____11th, (4)____12th.

In the items below, circle the numbers that best describe your status. Circle one number on each side of the double line.

Your Career Development Experiences

READ CAREFULLY----------→	PROVIDED Degree to which this experience or training is being provided to you through the school resources past and present.					NEEDED Your need for this experience or training.				
	High degree	Moderate degree	Slight degree	Not provided	Don't know	Great need	Moderate need	Slight need	No need	Don't know
EXAMPLE: Study skills	5	(4)	3	2	1	5	(4)	3	2	1
7. Observing workers in their work environments.	5	4	3	2	1	5	4	3	2	1
8. Learning skills that will apply to my chosen career.	5	4	3	2	1	5	4	3	3	1

		High degree	Moderate degree	Slight degree	Not provided	Don't know	Great need	Moderate need	Slight need	No need	Don't know
9.	Presenting my background in a paper that will convince an employer that I am the person he/she needs for the job.	5	4	3	2	1	5	4	3	2	1
10.	Making long range career plans.	5	4	3	2	1	5	4	3	2	1
11.	Determining job prospects in various occupational areas.	5	4	3	2	1	5	4	3	2	1
12.	Obtaining information about jobs.	5	4	3	2	1	5	4	3	2	1
13.	Being able to make career choices.	5	4	3	2	1	5	4	3	2	1
14.	Identifying my interests and relating them to possible career choices.	5	4	3	2	1	5	4	3	2	1
15.	Relating high school program (course selection) to career choice.	5	4	3	2	1	5	4	3	2	1
16.	Developing job seeking skills.	5	4	3	2	1	5	4	3	2	1
17.	Matching my educational strengths and weakness with possible careers.	5	4	3	2	1	5	4	3	2	1
18.	Learning about what it takes to keep a job.	5	4	3	2	1	5	4	3	2	1
19.	Finding out about after high school educational possibilities.	5	4	3	2	1	5	4	3	2	1
20.	Learning about my personality and how it relates to possible careers.	5	4	3	2	1	5	4	3	2	1

Thank you for your help in this assessment.

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CAREER EDUCATION ACTIVITIES SURVEY

Origin This survey is a revision of an instrument developed by a group of teachers in Watertown, Wisconsin. It has been used by all seven school districts of the Consortium to help document incremental improvement in the elementary grades.

Purpose This survey provides information on the kind and frequency of career education activities integrated into classroom curricula and therefore serves as a good measure of career education processes.

Description The survey has 14 items with the first 11 being general kinds of classroom activities. The teacher indicates level of occurrence of each activity in his/her classroom by checking one of six response options. Two professional description questions are also included.

Respondent Groups The survey is appropriate for K through 8 teachers.

Time Requirements It can be completed within 5 minites.

Suggestions for Modification or Local Adaptation Additional questions regarding teacher or classroom traits can be added after questions 12 and 13.

Administration Teachers should be asked to respond at the end of a semester. A short cover letter stressing the importance of each teacher's participation could accompany the survey. Respondents should be given the name of an individual to whom the completed form should be returned, and a specified time period or deadline for response.

Data Analysis Responses to the questions can be hand tallied or keypunched for computer tabulation and analysis. Responses to items 1-11 can be cross-tabulated with items 12 and 13 or selected response options for these items to determine involvement at various grade levels or by groups which differ in amount of teaching experience.

Interpretation and Use of Results Results can be used to measure level of involvement in career education by a school, district, or sub-unit of these. The instrument could be used to identify individual teachers or groups with considerable involvement in career education and as an aid in selecting leadership for workshops, demonstrations, etc. It will also help to identify individuals with a low level of involvement who could be encouraged to expand their career education efforts.

Elementary Form

WCEC

Career Education Activities Survey

The purpose of this survey is to provide a measure of the kind and frequency of career education activities occurring in the school district's classrooms. Please indicate the frequency of occurrence of each activity in your classroom by placing a (✓) in the appropriate box.

During the past semester, how frequently did your class as a whole - - -

		Number of Times Activity Occurred in Your Classroom					
		Never (1)	1-2 (2)	3-5 (3)	6-10 (4)	11-20 (5)	21 or More (6)
1.	participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work?	1.					
2.	listen to parents discuss their jobs or careers?	2.					
3.	listen to outside speakers (other than parents) explain their jobs or careers?	3.					
4.	go on field trips to learn about jobs and the places where people work?	4.					
5.	examine tools, machinery, or other objects connected with work?	5.					
6.	watch films, filmstrips, or slides about work or people at work?	6.					
7.	listen to records or tapes about work or people at work?	7.					
8.	read printed materials on careers or work?	8.					
9.	write about careers and work?	9.					
10.	discuss jobs and the places in which people work?	10.					
11.	play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers?	11.					

12. What grade level(s) do you teach?

(1) ____ 1
(2) ____ 2
(3) ____ 3
(4) ____ 4
(5) ____ 5
(6) ____ 6
(7) ____ 7
(8) ____ 8
(9) ____ K

13. How many years of teaching experience do you have?

(1) ____ 1 year or less
(2) ____ 2-5
(3) ____ 6-10
(4) ____ 11-20
(5) ____ 21 years or more

14. Your school's name _____

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STUDENT QUESTIONNAIRE ON GUIDANCE SERVICES

Origin The questionnaire was developed by a group of high school counselors in Eau Claire, Wisconsin.

Purpose The questionnaire provides information on high school students' opinions and observations regarding guidance/counseling services in career planning.

Description The instrument contains 24 statements on career guidance experiences which the student responds to on a "Strongly Disagree" to "Strongly Agree" scale. One additional statement requires either a "Yes" or "No" answer. Space is also provided for comments.

Respondent Groups Although the instrument was designed for use primarily in grades 10-12, it has limited utility for grades 8 and 9. It can be given to all students in a school, a random sample, or sub-groups selected because of particular characteristics.

Time Requirements The instrument can be completed in less than 30 minites.

Suggestions for Modification or Local Adaptation The user may find it necessary to alter items 18 and 24 to reflect details of local career education activities and printed materials.

Administration The instrument is self-administering and can be completed in the classroom setting. It is suggested that one person other than a counselor serve as administrator for all groups if this is possible. The user may wish to have students record answers on a separate sheet which can be optically scanned such as the IBM 1230 Document No. 505.

Data Analysis Responses can be tabulated by hand or computer depending upon the number of respondents and resources available. For groups of 50 or more, frequencies should be converted to percentages to facilitate interpretation of results. If a random sample or the entire student population is surveyed, the user may wish to cross tabulate items with the items on grade, sex, and preceived academic level.

Interpretation and Use of Results Results will provide information on the effectiveness of a school's career guidance services and should be discussed particularly among counselors. Weak areas can be identified by large percentages of students responding "Disagree" and "Strongly Disagree." Hopefully identification and discussion of problem areas will lead to specific plans for higher quality services reaching larger numbers of students.

Data obtained from some items can be used to corroborate results of other evaluation efforts such as the Wisconsin Senior Survy, follow-up studies, local needs assessments, etc.

Student Questionnaire on Guidance Services

The purpose of this questionnaire is to determine how students feel about the guidance/counseling services offered by their school. Please express your true feelings by answering the questions below as honestly as you can. This is not a test, so there are no right or wrong answers.

Circle your response to each statement.

School _____

Grade: 8 9 10 11 12 Sex: M F

I consider myself to be an: A B C D student

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. My school counselor has encouraged me to think about what I am going to do when I finish high school.	1	2	3	4	5
2. I have been helped to plan the elective subjects and activities I need and want to take while I am in school.	1	2	3	4	5
3. Before I entered tenth grade, I was helped to plan my high school program.	1	2	3	4	5
4. I have had opportunities to take career interest tests and surveys during my high school years.	1	2	3	4	5
5. I can get help from my counselor in considering information about myself as it relates to my future educational and vocational plans.	1	2	3	4	5
6. My parents can discuss my future educational and/or vocational plans with my counselor.	1	2	3	4	5
7. I am generally satisfied with the career/ vocational counseling services I get at my school.	1	2	3	4	5
8. My counselor has been influencial in helping me decide on my high school course selection.	1	2	3	4	5
9. Many of my classes include units and activities which encourage me to investigate different career interests.	1	2	3	4	5
10. My counselors and teachers encourage me to investigate personal and education requirements for occupations I have considered.	1	2	3	4	5

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. My school provides me an opportunity to discuss part-time and summer employment with a job counselor.	1	2	3	4	5
12. The guidance and counseling services available at my school have been adequately explained to me.	1	2	3	4	5
13. There is a large supply of printed and visual career information available to me at my school.	1	2	3	4	5
14. I have received help from a school counselor in understanding the meaning of standardized test scores I have taken (such as achievement, school ability or aptitude tests).	1	2	3	4	5
15. My parents can discuss the results of any aptitude, ability, or achievement tests I have taken with my counselor.	1	2	3	4	5
16. The course description booklet given to me was clear, concise, and aided me in my course selections.	1	2	3	4	5
17. Tests and interest surveys I have taken influenced my course selection.	1	2	3	4	5
18. The careers unit in the eighth grade social studies class assisted me in my high school course selections.	1	2	3	4	5
19. My counselor was helpful in my selection of a post-high school educational program (college, technical institute, business school, etc.).	1	2	3	4	5
20. Financial aid programs for post-high school training were adequately explained to me in high school.	1	2	3	4	5
21. Career days, outside resource people, and guest speakers were helpful to me in learning about various career opportunities and requirements.	1	2	3	4	5
22. Opportunities in the United States military services were adequately explained to me in high school.	1	2	3	4	5

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
23. I have had opportunities to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs while I was in high school.	1	2	3	4	5
24. Printed materials from my school's guidance department including Senior Guidelines, Wisconsin Decision, etc., have been useful to me.	1	2	3	4	5
25. I have talked to my counselor at least once since I've been in high school.	Yes		No		

Comments:

WISCONSIN SENIOR SURVEY

NAME: _____
LAST FIRST MIDDLE

ADDRESS: _____
STREET

_____
CITY COUNTY ZIP

HIGH SCHOOL: _____

FILL IN BLANKS AND MARK APPROPRIATE CIRCLES BELOW

BIRTH DATE			SOCIAL SECURITY NO.	SURVEY NUMBER
MONTH	DAY	YEAR		78030
○ Jan.				PLEASE MARK BELOW
○ Feb.				
○ Mar.				
○ Apr.				
○ May				
○ Jun.				
○ Jul.				
○ Aug.				
○ Sep.				
○ Oct.				
○ Nov.				
○ Dec.				

PLEASE USE A NO. 2 PENCIL

SEX: ○ MALE ○ FEMALE

How do you describe yourself?
- ○ American Indian or Native American
- ○ Black, Afro American or Negro
- ○ Mexican American, Chicano, Spanish Surname, Puerto Rican, Cuban or Latin American
- ○ Oriental or Asian American
- ○ Caucasian
- ○ Other

1. CAREER GOAL: As you see the future, which ONE major career area listed below is closest to your career goal? (Mark ONE major career area – if you are not sure, make your best guess. Additional information for each career area is listed on the attached information sheet.)
- ○ CAREERS NOT DONE FOR PAY
- ○ AGRICULTURE, AGRIBUS AND NATURAL RESOURCES
- ○ BUSINESS AND OFFICE
- ○ COMMUNICATION AND MEDIA
- ○ CONSTRUCTION
- ○ CONSUMER AND HOMEMAKING EDUCATION
- ○ ECOLOGY AND ENVIRONMENT
- ○ FINE ARTS AND HUMANITIES
- ○ HEALTH OCCUPATIONS
- ○ MANUFACTURING
- ○ MARINE SCIENCE
- ○ MARKETING AND DISTRIBUTION
- ○ PERSONAL SERVICES
- ○ PUBLIC SERVICE
- ○ RECREATION AND HOSPITALITY
- ○ TRANSPORTATION

2. When did you decide that this career goal is best for you? (Mark one)
- ○ during the last 3 months
- ○ 3 to 6 months ago
- ○ in 10th or 11th grade
- ○ in 9th grade or earlier

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3. How sure are you about the career goal you marked in question No. 1?
- ○ quite sure
- ○ generally sure
- ○ generally unsure
- ○ quite unsure

4. What is the title of the specific job you want in the future? (If not sure make your best guess. Print below)

5. Which ONE of the following best describes what you will be doing next year? (Mark one circle.)
- ⓐ travel or loaf for more than a summer
- ⓑ begin full time military service
- ⓒ become a homemaker
- ⓓ begin a full time paying job
- ⓔ begin an apprenticeship or on-the-job training program
- ⓕ attend a PUBLIC vocational-technical school
- ⓖ attend a PRIVATE vocational or trade school
- ⓗ attend a PUBLIC college or university
- ⓘ attend a PRIVATE college or university

6. If more than one of the above activities applies to you next year, mark additional appropriate letters from question No. 5 here: ⓐⓑⓒⓓⓔⓕⓖⓗⓘ

7. How sure is the plan for next year which you marked in question No. 5?
- ○ quite sure
- ○ generally sure
- ○ generally unsure
- ○ quite unsure

8. When did you decide on the activity you marked in question No. 5?
- ○ during the last 3 months
- ○ 3 to 6 months ago
- ○ in 10th or 11th grade
- ○ in 9th grade or earlier

9. Will you do this activity in Wisconsin? (Guess, if not sure)
- ○ yes
- ○ no

10. Rate how well you feel your high school prepared you to use the following skills in the activity you marked on question No. 5. (Mark one circle for each skill)

	Good	Average	Poor	Does not apply to me
Mathematics	○	○	○	○
Science	○	○	○	○
Speaking	○	○	○	○
Writing	○	○	○	○
Foreign languages	○	○	○	○
Vocational skills	○	○	○	○

11. Did concern about money influence your plans for next year?
- ○ yes
- ○ no

If you answered "yes," answer question No. 12; if you answered "no," move to No. 13.

12. What would your choice of activities for next year have been if money had not affected your decision? (Mark ONE letter from question No. 5 here which best describes what your choice would have been)
ⓐⓑⓒⓓⓔⓕⓖⓗⓘ

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13. What is your best guess of the amount of money you will earn per year when you first ENTER the career field you marked in question No. 12 (Mark one; if you are not sure, make your best guess)

- (a) $2,000 or less
- (b) $2,001 to $4,000
- (c) $4,001 to $6,000
- (d) $6,001 to $8,000
- (e) $8,001 to $10,000
- (f) $10,001 to $12,000
- (g) $12,001 to $14,000
- (h) $14,001 to $16,000
- (i) $16,001 to $18,000
- (j) $18,001 to $20,000
- (k) $20,001 or more

14. Which of the responses in question No. 13 do you think best describes the HIGHEST yearly income you ever expect to earn? (Mark the appropriate letter from question No. 13 here. If you are not sure, make your best guess.)

(a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k)

15. How useful have the following been in helping you decide what you will do next year? (Mark one circle for each resource)

RESOURCE	no contact with this resource	Usefulness: very helpful	some help	no help
High school counselors	○	○	○	○
High school teachers	○	○	○	○
Wis. State Employment Service	○	○	○	○
Professional associations and trade unions	○	○	○	○
Family members and relatives	○	○	○	○
Friends	○	○	○	○
College or vocational school representatives	○	○	○	○
Military recruiters	○	○	○	○
School catalogues or bulletins	○	○	○	○
Newspapers	○	○	○	○
Pamphlets or brochures	○	○	○	○
TV and radio	○	○	○	○
People in the activity I selected	○	○	○	○
Visits to school or job site	○	○	○	○
Career materials in high school (films, tapes, slides)	○	○	○	○

16. Which counseling and guidance services do you think you might want or need in the future? (Mark all that apply to you)

- ○ [illegible]
- ○ [illegible]
- ○ [illegible]
- ○ [illegible]
- ○ counseling to help me find a job

17. My high school program was mainly: (Mark one)

- ○ a vocational-technical or job oriented program
- ○ a college preparatory program
- ○ a general program (one not aimed at college or vocational preparation)

PLEASE DO NOT WRITE IN THIS SPACE

18. Have you participated in the following high school activities? Would you like to participate in similar activities in the future? (Mark one or both circles for each area which applies to you)

	Have participated	Would like to participate in the future
ATHLETICS - school teams, intramurals, sport club, cheerleader, etc.	○	○
ACADEMIC ACTIVITIES - debating, drama, band, honorary clubs, school newspaper, yearbook, etc.	○	○
LEISURE, HOBBY OR CRAFT ACTIVITIES - hobby clubs such as photography, model building, hot rod, electronics, crafts, etc.	○	○
VOCATIONAL EDUCATION ACTIVITIES - FFA, DECA, OEA, FBLA, VICA, FHA, FTA, etc.	○	○
OUT OF SCHOOL ACTIVITIES - 4-H, Junior Achievement, church groups, scouting, etc.	○	○

19. My grade average in high school was:

- ○ A (93 - 100)
- ○ B (85 - 92)
- ○ C (72 - 84)
- ○ below C (below 72)

20. Answer each of the following statements about your high school. (Mark one circle for each statement)

	Strongly agree	Generally agree	Generally disagree	Strongly disagree
School helped me see the importance of developing my abilities and talents	○	○	○	○
School placed enough emphasis on vocational and technical programs	○	○	○	○
School offered enough practical experience	○	○	○	○
School helped me learn about myself	○	○	○	○
School prepared me in "how to find a job"	○	○	○	○
School provided adequate career counseling	○	○	○	○
School helped me achieve an understanding of social, political, and economic problems	○	○	○	○
School helped me become more aware of my responsibility as a citizen	○	○	○	○
This school should prepare students to find jobs	○	○	○	○

1975 WISCONSIN SENIOR SURVEY
Center for Studies in Vocational & Technical Education
University of Wisconsin – Madison

21. Suppose you were not going on to further schooling. Here are some reasons others have given for not going on to more schooling after they leave high school. Which of these reasons apply to you or could apply to you? (Answer whether you are going on to school or not. Mark the circles beside all reasons that apply to you or could apply to you.)

- ○ I do not have enough information about how to get into college or vocational school.
- ○ I do not think I have enough money to go to college or vocational school.
- ○ I do not think I have the right high school credits to get into college or vocational school.
- ○ I was not accepted at one or more colleges or vocational schools.
- ○ The college or vocational school I want to attend is not close enough to my home.
- ○ My teachers or counselors discouraged me from going to college or vocational school.
- ○ My parents discouraged me from going to college or vocational school.
- ○ I need to earn money to support my family.
- ○ I need to earn money so I can pay to go to school in the future.
- ○ My scores on college or vocational school admissions tests were too low for me to get in.
- ○ I am waiting to enter the armed services.
- ○ I plan to be married.
- ○ School is not for me; I don't like it.
- ○ I'd rather get a job now.
- ○ My high school program prepared me for a job.
- ○ Education after high school is not worth the time and cost.

22. If you had to get more schooling after high school, which of the following would it be? (Mark one)

- ○ college or university
- ○ vocational or technical school
- ○ on the job training program
- ○ apprenticeship program
- ○ other, please specify:

PLEASE DO NOT WRITE OUTSIDE THIS ABOVE AREA

23. Until what age should a male be required by state law to attend high school?

- ○ up to
- ○ 16
- ○ 17
- ○ 18

PLEASE READ INSTRUCTIONS BEFORE GOING ON

ANSWER THE FOLLOWING QUESTIONS IF YOU PLAN TO GET SOME EDUCATION ANY TIME IN THE FUTURE, INCLUDING ANY DAY, EVENING OR CORRESPONDENCE CLASSES. (IF YOU DO NOT PLAN TO GO ON TO SCHOOL ANY TIME IN THE FUTURE, SKIP TO QUESTION NO. 44.)

24. If you plan to attend college or vocational school or other form of educational program, what school do you plan to attend? (If you are not sure, make your best guess) Print the code number from the attached list of schools at the top of the box and mark the circles below.

25. If you have to change your plans, what is your second choice? Print the code number from the attached list of schools at the top of the box and mark the circles below.

26. How sure are you of the choice marked in No. 24?

- ○ quite sure
- ○ generally sure
- ○ generally unsure
- ○ quite unsure

27. When did you decide to go to school beyond high school?

- ○ in the past 3 months
- ○ 3 to 6 months ago
- ○ in grades 10 and 11
- ○ 9th grade or earlier

28. When do you expect to enter the school you will attend after graduation from high school? (Mark one)

- ○ Summer 1975
- ○ Fall 1975
- ○ Winter or Spring 1976
- ○ later

29. How will you enroll in the course of study you plan on taking? (Mark one; if you are not sure, make your best guess.)

- ○ regular classes, full time
- ○ regular classes, part time
- ○ evening or weekend courses
- ○ correspondence/home study

30. I selected the school(s) named above or I will select a school in the future because: (Mark ALL reasons which were Most Important in helping you make up your mind.)

- ○ parents and relatives favored this choice
- ○ friends favored this choice
- ○ counselors and teachers favored this choice
- ○ I favored this choice
- ○ school is close to home
- ○ school is far from home
- ○ school is small
- ○ school is large
- ○ course offerings
- ○ extracurricular activities offered
- ○ scholastic standards
- ○ school reputation

31. Which college major or vocational program are you most interested in? (Please print in the box below)

100

PLEASE DO NOT WRITE OUTSIDE THE ABOVE AREA

32. What is the usual length of the program you plan to enter after high school graduation? (If not sure, make your best guess)

- ○ less than 6 months
- ○ about 1 year
- ○ about 2 years
- ○ about 3 years
- ○ about 4 years
- ○ more than 4 years

33. How long do you think it will actually take you to complete that schooling? (You may, for example, be thinking about entering school, then stopping out for a while, then returning. If you are not sure, make your best guess. Mark one circle.)

- ○ less than 6 months
- ○ about 1 year
- ○ about 2 years
- ○ about 3 years
- ○ about 4 years
- ○ more than 4 years

34. No matter when you plan to enter school, how much do you expect to spend per year for all living costs, including room and food, recreation, clothes, transportation, tuition, fees and books? (Mark the amount which comes closest to your best guess.)

- ○ less than $1,500
- ○ $1,501 to $2,500
- ○ $2,501 to $3,500
- ○ $3,501 to $4,500
- ○ $4,501 or more

35. How do you think you will obtain this money? (Please mark the approximate percent you expect to receive from each source. If you are not sure, try to make your best guess.) NOTE: The percents you mark should equal 100%.

	NONE	20%	40%	60%	80%	ALL
MY PAST SAVINGS	○	○	○	○	○	○
MY WORK (including summer and part time)	○	○	○	○	○	○
FAMILY (including all relatives)	○	○	○	○	○	○
LOANS, GRANTS, SCHOLARSHIPS	○	○	○	○	○	○
OTHER GOVERNMENT SOURCES OF MONEY such as social security, veterans' benefits, etc.	○	○	○	○	○	○

TOTAL SHOULD = 100%

36. If you think you will try to get a loan or grant, what have you done, or what will you do, to get such assistance? (Mark only one circle under "LOAN" and only one circle under "GRANT . . . .")

	LOAN	GRANT OR SCHOLARSHIP
I have already applied	○	○
I will probably apply in the next 2 months	○	○
I will probably apply when I enroll in the school or program	○	○
I do not have enough information to apply	○	○

37. When you attend school will you: (Mark one in each column)

- ○ attend school in your town
- ○ attend school in nearby town
- ○ attend school in distant town
- ○ live at home
- ○ live in a place of your own
- ○ live in a dorm

38. Do you want a part time job on or near the campus where you plan to attend school?

- ○ yes
- ○ no

39. How will you get to your classes? (Mark one; if you are not sure, make your best guess)

- ○ walk or bicycle
- ○ my car or motorcycle
- ○ car pool
- ○ public transportation

40. What is your best estimate of the total amount of money you will consider borrowing for all the years of schooling you will attend? (Mark the one amount which is closest to your estimate.)

- ○ I do not plan to borrow money
- ○ less than $500
- ○ $501 to $1,000
- ○ $1,001 to $1,500
- ○ $1,501 to $2,500
- ○ $2,501 to $3,500
- ○ $3,501 to $5,000
- ○ $5,001 to $7,500
- ○ $7,501 to $10,000
- ○ $10,001 or more

41. If you indicated in question No. 35 that you will not seek financial assistance, why will you not do so? (Mark all that apply)

- ○ I do not have enough information to apply
- ○ I do not expect to need any financial help
- ○ My family's income is too high
- ○ My grades are not high enough
- ○ I do not want to have to worry about repaying a loan

42. If you had complete freedom to choose (aside from grants or scholarships) which source of financial assistance would you prefer? (Mark one)

- ○ earn it myself
- ○ student loan
- ○ combination of work and a loan or grant

43. Which form of loan repayment would you prefer? (Mark one)

- ○ Repay the amount borrowed plus interest during the two years after I finish or leave school
- ○ Repay more than the amount borrowed plus interest over a longer period of time after I finish or leave school
- ○ Have all or part of the loan forgiven or excused by working in an occupation where there is a shortage of workers

IF YOUR MAJOR ACTIVITY NEXT YEAR WILL BE A JOB RATHER THAN CONTINUED EDUCATION, ANSWER THE FOLLOWING:

44. Next year will you (Mark one in each column):

- ○ work in your home community
- ○ work in nearby community
- ○ work in distant community
- ○ live at home
- ○ live in a place of your own

45. Which of the following do you consider to be major obstacles to getting a job? (Mark all major obstacles)

- ○ finding out which jobs are open
- ○ knowing how to apply and fill out applications
- ○ having the skills and knowledge needed to do the job
- ○ knowing what I can do
- ○ meeting work codes such as dress, appearance, time clocks
- ○ others; list them below:

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PLEASE DO NOT WRITE OUTSIDE THE ABOVE AREA.

DEMONSTRATION PACKAGE FEEDBACK FORM

Origin This form was developed by the Consortium's on-site evaluation consultant and project director to facilitate review by field test sites of various materials developed in Consortium districts as demonstrations for seven major goals or facets of career education.

Purpose The form provides a structured format for the evaluation of any materials which are developed to illustrate various facets of career education, particularly when it is hoped that the materials will be highly transportable to other school districts.

Description There are 14 questions on the form which cover several charateristics of any package of written career education materials. Characteristics examined include clarity and conciseness, completeness of content, and "usability."

Time Requirements A reviewer can complete the form in approximately 10 minites if he or she has actually used and is familiar with the material being evaluated. If the material has not been field tested, the reviewer will be unable to answer several questions, especially 9 through 11.

Suggestions for Modification and Local Adaptation The user may desire to eliminate the reference in question 1 to the seven facets noted in the footnote.

Administration This form can accompany any package of written material on which its developer would like feedback for the purpose of improving its quality and transportability. Name and address of the person to whom the completed form is to be returned should be noted somewhere.

Data Analysis While no formal analysis of data is required, if feedback is obtained from a number of sources, the material developer(s) may wish to tabulate responses to the structured response items and summerize all comments after each open ended question.

Interpretation and Use of Results Responses or their summary should provide valuable suggestions for improvement of specific characteristics or components of the package of materials. Since some comments and suggestions will be conflicting or seem inappropriate, the developer must decide where changes should be made and their specific nature.

Demonstration Package Feedback Form

Please answer the following questions after reviewing a demonstration package which you have field tested in your district. Your responses will help each LEA to develop a demonstration package of higher quality and greater transportability.

Title of Demonstration Package _____

Developer (LEA) _____ DATE _____

Reviewer _____ LEA _____

1. It is clear which major goal or facet[1] of career education is being demonstrated by the package?

   (1) _____ Yes (2) _____ No

2. Has the facet or goal been clearly and precisely defined in the package?

   (1) _____ Yes (2) _____ No

3. How would you rate the overall clarity and conciseness of the written content of the package?

   (1) _____ Excellent (2) _____ Good (3) _____ Fair (4) _____ Poor

4. Did you have problems understanding any section(s) of the package?

   (1) _____ Yes (2) _____ No If yes, please explain.

5. How would you rate the completeness of the entire package's content?

   (1) _____ Excellent (2) _____ Good (3) _____ Fair (4) _____ Poor

6. Does it lack certain kinds of information necessary to make it more usable?

   (1) _____ Yes (2) _____ No If yes, please explain.

7. Is the package free from occupational (sex) stereotyping?

   (1) _____ Yes (2) _____ No

Footnote: [1]Seven major goals or facets of career education were presented in the Education Amendment of 1974, Public Law 93-380. Section 406.

1. Relationship between schools and society as a whole.
2. Guidance, counseling, and career development for all.
3. Relationships of subject matter to the needs of persons to function fully in society.
4. Extension of the educational process beyond the school into the area of employment and the community.
5. Fostering flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence.
6. Making education more relevant to employment and functioning in society.
7. Eliminating distinctions between education for vocational purposes and general or academic education.

8. Have you used this package in your district?

(1) _____ Yes (2) _____ No If yes, how was it used (e.g. as a required activity for an entire class, as an optional activity for individuals, etc.)?

9. Has the demonstration package helped you to meet local career education objectives?

(1) _____ Yes (2) _____ No If yes, what local objectives?

10. Was the package a time-saving device in planning teaching activities?

(1) _____ Yes (2) _____ No (3) _____ Unsure

11. Were there any particular problems in using the package in your district?

(1) _____ Yes (2) _____ No If yes, please explain.

12. Did you make or would you recommend any changes in the package?

(1) _____ Yes (2) _____ No If yes, please describe changes.

13. Would you recommend the package to other faculty and staff members within and outside your school district?

(1) _____ Yes (2) _____ No (3) _____ Unsure

14. Additional comments on this demonstration package:

A DEMONSTRATION PACKET ON

CAREER EDUCATION AND BASIC SKILLS CURRICULUM DEVELOPMENT

IN LINE WITH USOE's OBJECTIVES TO:

"INCREASE THE RELATIONSHIP BETWEEN SCHOOLS AND SOCIETY AS A WHOLE,"

"RELATE THE SUBJECT MATTER OF THE CURRICULA OF SCHOOLS TO THE NEEDS OF PERSONS TO FUNCTION FULLY IN SOCIETY," and

"FOSTER FLEXIBILITY IN ATTITUDES, SKILLS, AND KNOWLEDGE IN ORDER TO ENABLE PERSONS TO COPE WITH ACCELERATING CHANGE AND OBSOLESCENCE."

June, 1976

PACKET PREPARED BY THE MADISON PUBLIC SCHOOLS

PACKET TESTED FOR TRANSPORTABILITY IN KIMBERLY, SHEBOYGAN, AND WATERTOWN

This demonstration packet was developed as a part of Wisconsin's K-12 CONSORTIUM PROJECT FOR IMPROVING CAREER EDUCATION* funded through a grant from the Office of Career Education, U. S. Office of Education, Department of Health, Education, and Welfare pursuant to the Education Amendments of 1974, Section 406, Title IV, Public Law 93-380. (Project No. 554AH50646 and Grant No. G007503906)

*This consortium is made up of the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

Wisconsin Career Education Consortium Demonstration Packet
Prepared by
Madison Public Schools

TITLE: Career Education and Basic Skills Curriculum Development Project

PURPOSE: The general purpose of the demonstration packet is to make available to interested school districts the career education related materials prepared by Madison Public Schools as a part of the Madison Career Education Consortium project funded for Fiscal 1976. The specific purpose for the enclosed packet is to share some information regarding the organization and development of a curriculum development project which designed learning activities to integrate career education concepts with basic skills in math and language arts in grades K-5.

DESCRIPTION OF DEMONSTRATION PACKET:
The demonstration packet includes a model for educational development, an organization chart for the curriculum development project, and two samples of the 24 packets of activities that have been developed.

BACKGROUND: Twelve teachers were selected from the elementary teaching staff to develop learning activities which would integrate career education concepts with basic skills in math and language arts. These teachers were selected on the basis of their commitment to career education concepts and curriculum development experience. These teachers represented all grade levels and schools from all areas of the district. The activities were developed and tested in three phases. The incremental testing of the first phase was done in four elementary schools. Revised and expanded activities were tested in eight schools in the second phase. The field testing for the third phase involved twelve schools. A summer workshop for representative teachers from all 33 elementary schools will serve as a vehicle for disseminating and implementing the activities.

SUGGESTIONS FOR USING THE ATTACHED MATERIAL:
A school district which is considering a career education curriulum development project may find the model for educational development and the organizational chart used by the Madison Public Schools helpful. The two sample packets of activities might be used to illustrate to elementary teachers the need and desirability of integrating career education concepts with basic skills.

Research & Development Department
Madison Public Schools
Douglas S. Ritchie, Superintendent
March, 1976

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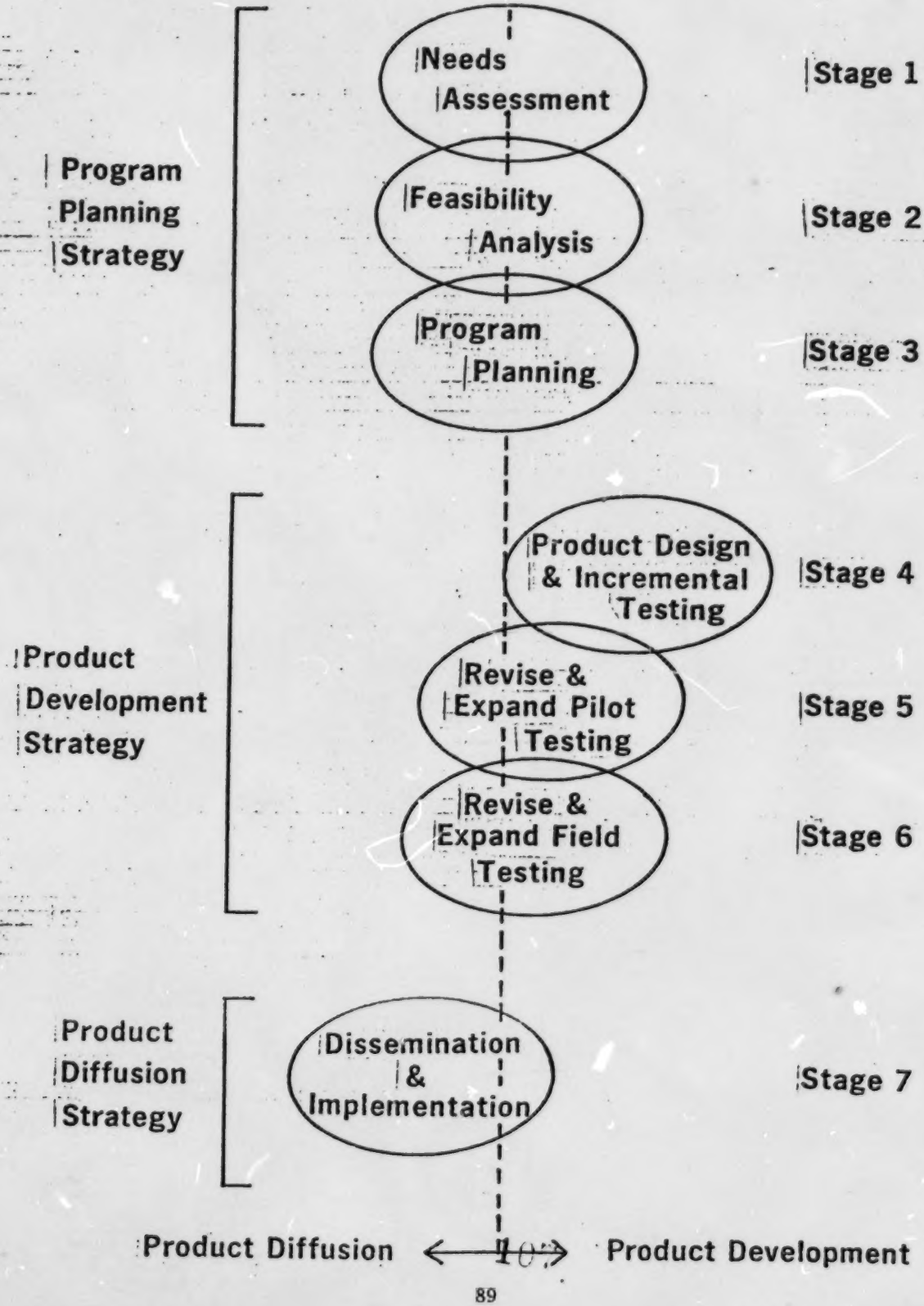
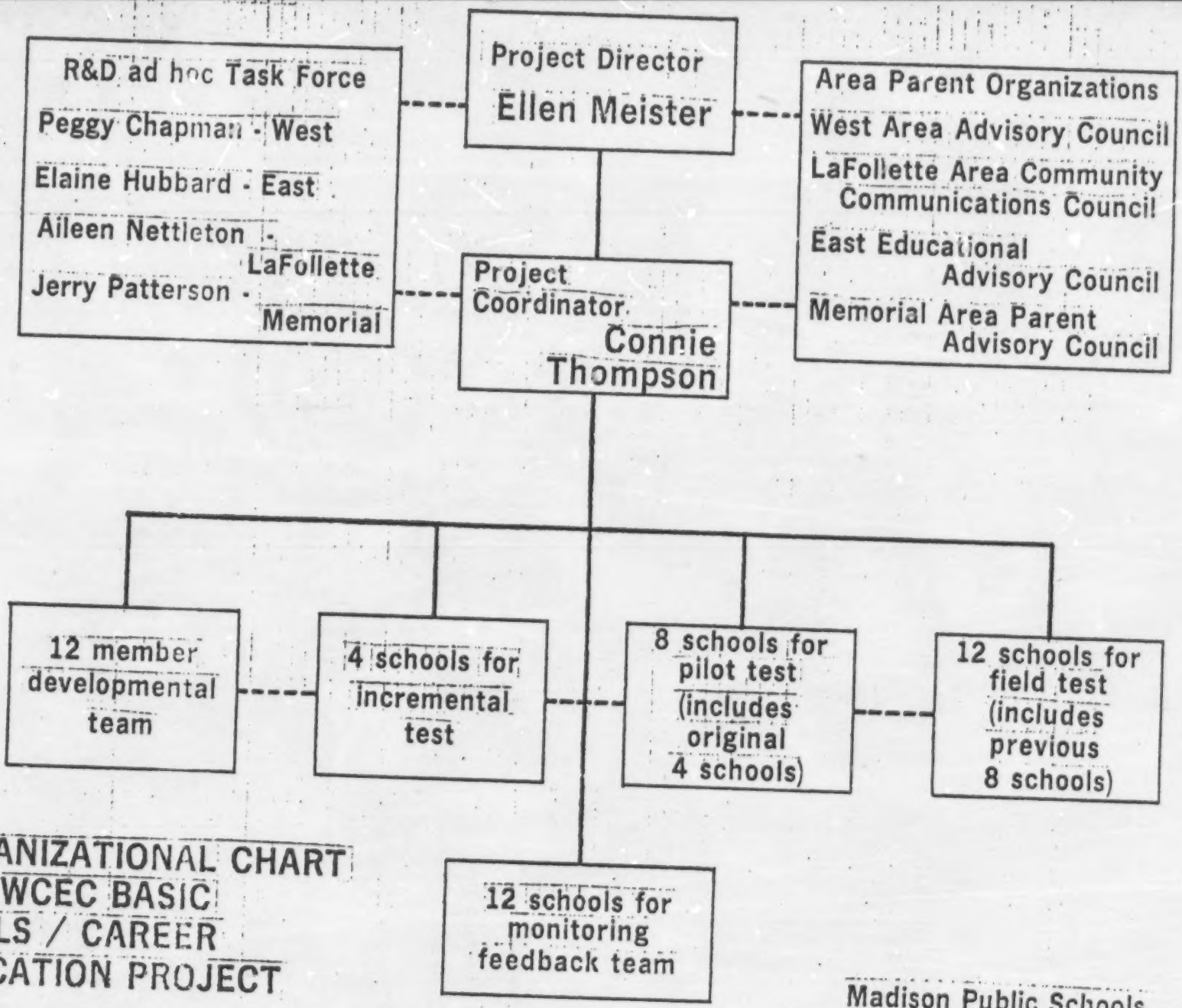
MODEL FOR EDUCATIONAL DEVELOPMENT

Madison Public Schools




R&D ad hoc Task Force
Peggy Chapman - West
Elaine Hubbard - East
Aileen Nettleton - LaFollette
Jerry Patterson - Memorial
Project Director
Ellen Meister
Area Parent Organizations
West Area Advisory Council
LaFollette Area Community Communications Council
East Educational Advisory Council
Memorial Area Parent Advisory Council
Project Coordinator
Connie Thompson
12 member developmental team
4 schools for incremental test
8 schools for pilot test (includes original 4 schools)
12 schools for field test (includes previous 8 schools)
12 schools for monitoring feedback team

ORGANIZATIONAL CHART FOR WCEC BASIC SKILLS / CAREER EDUCATION PROJECT

Madison Public Schools

INTEGRATING

CAREER EDUCATION AND BASIC SKILLS

ACTIVITIES FOR GRADES K-5

PROJECT DIRECTOR: Dr. Ellen Meister

PROJECT COORDINATOR: Connie Thompson

DEVELOPMENTAL TEAM:

Rachel Bailey
Pat Bauer
Corlie Blumenfeld
Sue Dauberman
Christine Dempsey
Gary Firestone
Emma Godfrey
Nancy Gorchels
Dorene Peterson
Virgene Schroeder
Paul Takkunen
James Trochta

ADVISORY TASK FORCE:

Peggy Chapman
Elaine Hubbard
Aileen Nettleton
Jerry Patterson

MADISON PUBLIC SCHOOLS
MADISON, WISCONSIN

Dr. Douglas S. Ritchie, Superintendent

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Funded by Title IV Funds, Wisconsin Career Education Consortium Project

Madison Public Schools
Research and Development Department
Wisconsin Career Education Consortium

Packet U

CAREER EDUCATION/BASIC SKILLS ACTIVITY

LEVEL: 4-5

TYPE OF ACTIVITY: Small Group

TIME REQUIRED: One-half hour - forty-five minutes

CAREER EDUCATION CONCEPTS:

- Different kinds of work require varying degrees and types of preparation.
- Economic activities include buying, selling, saving and borrowing.
- Various groups and institutions influence the nature and structure of work.

MATH SKILLS:

- Addition and subtraction
- Division by 2 ($\frac{1}{2}$) and 4 ($\frac{1}{4}$)

LANGUAGE SKILLS:

- Solving riddles relevant to the equipment of a profession

MATERIALS:

- Game board with three interchangeable occupational choices and playing materials (The teacher may use a Thermofax to make a master ditto for additional copies of the game materials.)
- One die

PROCEDURES:

- This game is designed to be used by 2-6 students as a learning game. If necessary, the teacher should explain the game rules to students.

GAME ASSEMBLY:

- Assemble the game board by cutting the outside edges of Sheets 1, 2, 3, and 4 on the dark lines and glueing to a piece of oak tag at least 15 x 20 inches. Laminate or cover with clear Contact paper if desired. Pieces should be assembled as indicated in the drawing below.

- Each of the colored sheets of paper should be glued to a piece of oak tag, cut on all lines, and kept together by color since each represents a different playing game.

- Duplicate about twenty copies of the money and Knowledge Point sheet and cut on all lines. The money and Knowledge Points will be used throughout all aspects of the game.

DIRECTIONS FOR PLAY:

- Two to six players may play.

- The game may be played in three forms. Players select an occupation to be used; either farmer, clothes designer, or dentist. Each occupation uses different colored cards.

- One player is selected banker. This person will distribute money and Knowledge Points throughout the game.

- The square cards are called "Tools of the Trade." These should be placed upside down on the space provided on the game board.

- "That's Life" cards are rectangular and should also be placed on the game board upside down.

- Players use one die to determine who goes first. Highest throw goes first and play goes clockwise from that player. One die is used throughout the game.

- Each player receives the salary indicated on the Key Card for the occupation being used. They also receive this amount each time they pass "Salary."

- Play continues clockwise with the players following the directions given on the square he/she lands on.

- Each time a player lands on a "Tools of the Trade" card he/she must try to answer the riddle given on the card. If correct, he/she wins one "Knowledge Point." Correct answers are given on the Key Card, which is held by the banker. The card is returned to the bottom of the stack. The banker keeps the official record of each player's "Knowledge Points."

DIRECTIONS FOR PLAY: (continued)

- If a player must pay, for example, $500 and only has $300, then he/she can only lose up to the amount on hand. No one may go into debt or borrow. This rule also applies to Knowledge Points.

- To win the game a player must collect the following money amounts and Knowledge Points, depending on the game being played.

Clothes Designer:	$3000 and 20 Knowledge Points
Dentist:	$5000 and 20 Knowledge Points
Farmer:	$2000 and 20 Knowledge Points

TOOLS OF
THE TRADE
CARDS

TOOLS OF
THE TRADE

INCOME TAX
REFUND

Collect ½ your
Salary.

LIBRARY

Increase KNOWLEDGE
by 5 points.

INCOME TAXES DUE

Divide the amount of money you have by 4 and pay that amount.

THAT'S LIFE

4

SALARY

Collect your pay

TOOLS OF THE TRADE

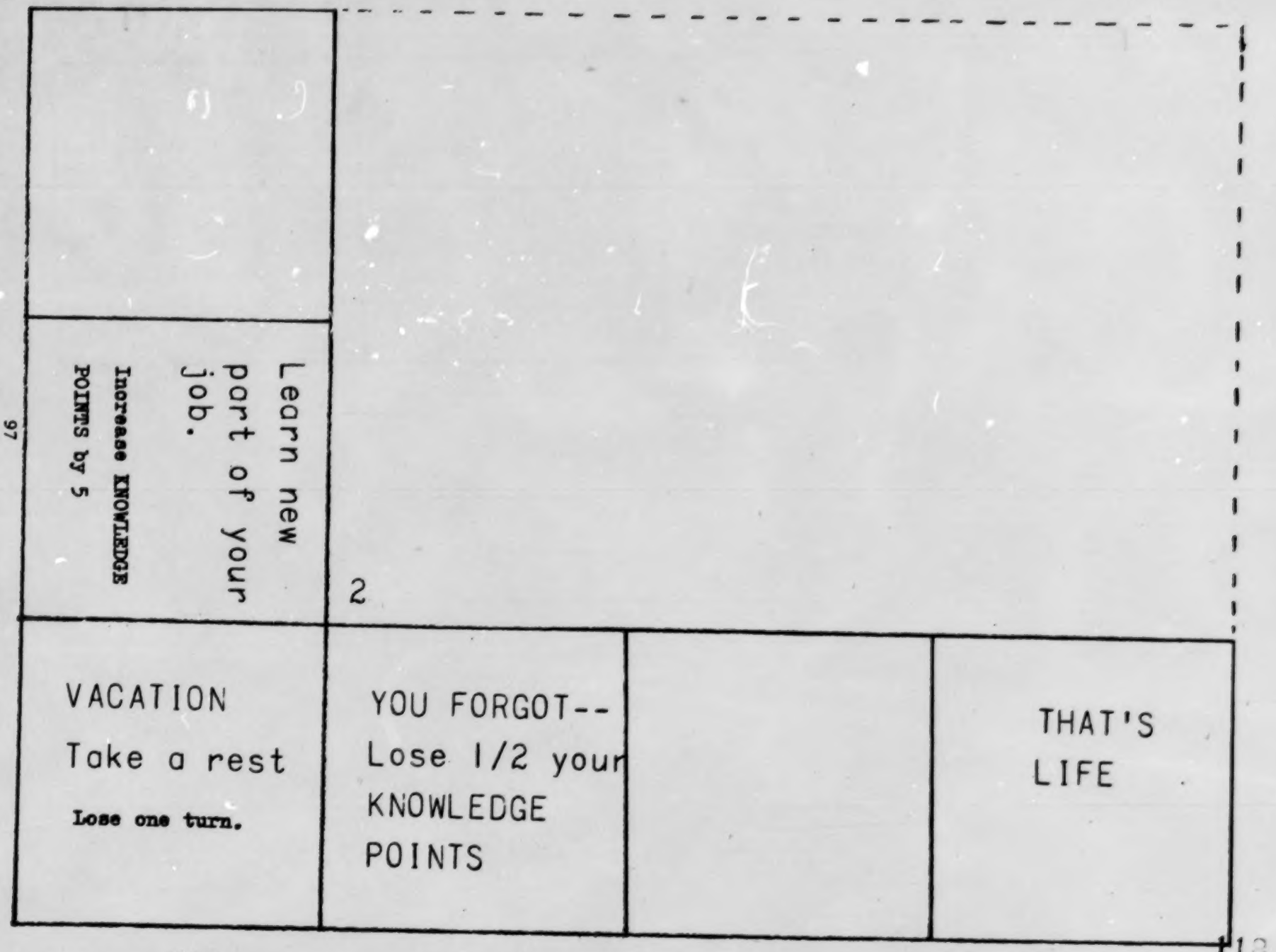
You are praised for doing a good job.

Increase KNOWLEDGE POINTS by 2

96

115

116


Learn new part of your job.
Increase KNOWLEDGE POINTS by 5
97
2
VACATION
Take a rest
Lose one turn.
YOU FORGOT--
Lose 1/2 your KNOWLEDGE POINTS
THAT'S LIFE
117
118

THAT'S LIFE CARDS

TOOLS OF THE TRADE

3

Insurance policy due

Pay $50.

KNOWLEDGE POINTS
You may buy up to 5 KNOWLEDGE POINTS. Pay $500 for each point desired.

THAT'S LIFE

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THAT'S LIFE CARDS- CLOTHES DESIGNER

Buy six bolts of silk material. Pay $300.	You win top honors in design contest. Earn 10 KNOWLEDGE POINTS.
Design dress for president's wife. Earn $800.	Moths destroy some of your best clothes. Pay $500.
Need new sewing machine. Pay $1,000.	You buy newfangled electric scissors. Pay $200.
Hire fashion model. Pay $100 times the throw of die.	Your assistant burns hole in an expensive suit. Lose $400.
Rent due on your design shop. Pay $400.	Store your furs in a weather proof vault. Pay rental fee of $100.

CLOTHES DESIGNER
key for
TOOLS OF THE TRADE

1. Sewing machine
2. Iron
3. Scissors
4. Thread
5. Pattern
6. Yardstick
7. Thimble
8. Needle
9. Pin
10. Cloth

* * * * * * * * * * *

Salary: $800 each round

To Win: $3000 and 20 KNOWLEDGE POINTS

TOOLS OF THE TRADE CARDS - CLOTHES DESIGNER

		Being electric, I can easily put clothes together. What am I? 1.
I can press out the worse type of mess. What am I? 2.	In your left hand or right, when my two blades come together, you know something is going to divide. What am I? 3.	I've always been wound up with that spool in my life. What am I? 4.
I'll be your guide, for whatever sewing project you decide. What am I? 5.	I can cover a yard, and accurately measure the quality of your work. What am I? 6.	Hey! Don't run that needle into your finger. I'll be your guard. What am I? 7.
Have I got an eye for you! And you know that's a binding point. What am I? 8.	Let's get to the point. You know I help hold things up. What am I? 9.	I can cover yards, be made into bolts, and hemmed in. What am I? 10.

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TOOLS OF THE TRADE CARDS - DENTIST

		I'm a long string put between your teeth to clean out food particles. What am I? 1.
Without me the dentist wouldn't be able to see to every corner inside your mouth. What am I? 2.	I'm a machine that "sees" the invisible, within your teeth. What am I? 3.	I make your head buzz when I clean out your cavities. What am I? 4.
I am a very valuable metal that can be placed into or on your tooth. What am I? 5.	I'm a silver wire used mainly on kids to help straighten them out. What am I? 6.	I'm turned on and directed at your mouth, while the dentist looks about. What am I? 7.
I'm the only thing in the room, that will let you lie, and open up wide. What am I? 8.	While short and white, and round as your finger, I'm put into your mouth to act like a mop. What am I? 9.	I should be used three times a day, in an up and down way. What am I? 10.

Buy new drill. Pay $700.	Car payment due. Pay $200.
Office rent due. Pay $400.	Inventory - new supplies needed. Pay $700.
You give your dental assistant a raise. Pay $200.	House payment due. Pay $450.
Professional dues to American Dental Association are due. Pay $300.	Buy food for your family for the month. Pay $300.
Your X-ray machine needs repair. Pay $650.	Pay on dental insurance policy. $500.

DENTIST
key for
TOOLS OF THE TRADE

1. Dental floss
2. Mirror
3. X-ray
4. Drill
5. Gold
6. Braces
7. Light
8. Dentist chair
9. Cotton
10. Toothbrush

* * * * * * * * * * *

Salary: $1000 each round

To win: $5000 and 20 KNOWLEDGE POINTS

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TOOLS OF THE TRADE CARDS - FARMER

		I'm corn, hay, and straw cut when green and stored in a silo for feed. What am I? 1.
I dig down deep, into the ground and turn the dirt upside down. What am I? 2.	I'm home and protection for the barnyard creatures, great and small. What am I? 3.	I'm a machine that helps separate the seed from the chaff. What am I? 4.
I have more pull than a mule. I'm the most useful farm tool. What am I? 5.	I keep everything within my lines; except the rain, wind, and sunshine. What am I? 6.	In me, the animals are grouped, fed automatically, until good and fat, then shipped off to market. There's profit in that. What am I? 7.
I'm an airtight tower, green fodder I preserve. What am I? 8.	There used to be a small stool, beside Bessie, before me. What am I? 9.	Pull me behind your tractor. I'll break up the dirt clods as I go 'round and 'round. What am I? 10.

You sell your prize bull. Earn $500.	Buy corn seeds for planting. Pay $300.
Buy new fence for your pig pen. Pay $200.	Sell your wheat crop. Earn $1000.
Veterinary bill for sick cows. Pay $350.	Overhaul your tractor. Pay $100.
Tractor needs new tires. Pay $300.	Put new conveyor belt in your barn. Pay $450.
Heat wave kills 1000 chickens. Lose $250.	Ice storm kills three steers. Lose $300.

FARMER

key for

TOOLS OF THE TRADE

1. Silage
2. Plow
3. Barn
4. Threshing machine
5. Tractor
6. Fence
7. Feed lot
8. Silo
9. Milking machine
10. Disk, or disk harrow

* * * * * * * * * * *

Salary: $600 each round

To win: $2000 and 20 KNOWLEDGE POINTS

$50 Fifty Dollars	$500 Five hundred Dollars
$100 One hundred Dollars	$100 One hundred Dollars
$100 One hundred Dollars	$100 One hundred Dollars
1 ONE KNOWLEDGE POINT	**1** ONE KNOWLEDGE POINT
1 ONE KNOWLEDGE POINT	**5** FIVE KNOWLEDGE POINTS

INTEGRATING
CAREER EDUCATION AND BASIC SKILLS
ACTIVITIES FOR GRADES K-5

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MADISON PUBLIC SCHOOLS
MADISON, WISCONSIN

Dr. Douglas S. Ritchie, Superintendent

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Funded by Title IV Funds, Wisconsin Career Education Consortium Project

Madison Public Schools
Research and Development Department
Wisconsin Career Education Consortium

CAREER EDUCATION/BASIC SKILLS ACTIVITIES

LEVEL: 2-3

TYPE OF ACTIVITY: Class (with activities for small groups and learning centers)

TIME REQUIRED: 14 lessons - 30 minutes each

CAREER EDUCATION CONCEPTS:

- Occupations exist for a purpose.
- Society is dependent upon the work of many people.
- Work means different things to different people.
- Job specialization creates interdependency.

MATH SKILLS:

- Designing instruments of measurement
- Recognizing and using standard instruments of measurement, such as a ruler and yardstick
- Identifying squares, rectangles, triangles and circles

LANGUAGE SKILLS:

- Reading
- Following directions
- Alphabetizing
- Using dictionary skills
- Writing sentences and paragraphs
- Writing creative stories
- Discussion
- Pantomiming
- Interviewing

MATERIALS:

- Rulers, yardsticks, measuring tapes
- Adding machine paper
- Newspaper, magazines
- Construction paper
- Student activity cards, pictures and game cards (included in this packet)

PROCEDURES:

- This unit consists of activities, pictures and discussion ideas for the entire class, as well as a game and activity cards which may be used with individuals or small groups. Ideally, the entire unit should be used to fully understand the variety of workers involved in construction and to master the measuring skills; however, it would be possible to use only selected individual lessons to meet particular student needs.

LESSON 1:

Activity Card 1 is an introduction to the construction workers unit. The book, What It Feels Like to Be a Building by Forest Wilson (Doubleday and Company, Inc. 1969) may be used to motivate students for this story writing activity. This could be used in a learning center or as an activity for the entire class. Additional copies of the activity cards may be made by using a thermofax to prepare a ditto master.

LESSON 2: Class discussion

Ask the students to pretend that they are builders and wish to build a school exactly like their own. Ask what they would need to know to do this and list their suggestions. This discussion will give the teacher an opportunity to assess the students' present level of knowledge of this subject. Do they know the names of workers? Have they seen plans or blueprints for a building? Do they know some of the tools that are used?

LESSON 3: Class discussion

The students may not realize that people haven't always used standard units of measurement. The book, Big is So Big by Bertha S. Dodge (Coward McCann & Geoghegan, 1972) might be read to the class. Ask students to suggest things in the room that might be used as instruments of measure if there were no rulers or yardsticks. List their suggestions on the board. Make an instrument of measurement by tracing a child's foot. Cut out three of these and tape them together. Call this instrument, "Sandy's feet." Students can measure various items to determine their lengths in "Sandy's feet units." Children can use their own ideas to make other instruments of measurement. Activity Card 2 and the worksheet, "Our Measurement Chart," may be used to further the students' understanding of the need for standard measurement instruments.

LESSON 4:

Use Activity Card 3 and the "Standard Measurement Chart," to give the students practice in measuring with standard measurement instruments. This activity will provide the teacher with information regarding the students' ability to use standard measuring instruments to measure accurately. After the students have completed this activity individually or in small groups, they should discuss and compare their results. Were the measurements the same when different instruments were used? Why do we need different instruments of measurement? Which construction workers would use measurement in their work? Which workers must be very accurate in their measurement?

LESSON 5: Class discussion

Try to obtain some building blueprints from someone who has recently built a home or from a local architect. If this is impossible, use plans or blueprints from newspapers or magazines. Discuss these plans with the students. Who makes plans for buildings? What training does an architect need? Who uses these plans? What does the builder need to know? How does he learn his job? The teacher may wish to read the book, How a House Happens by Jan Adkins (Walker Publishing Company, 1972) or the filmstrip, "Follow the Architect's Plans." Following this discussion, some students may wish to use Activity Card 4 to draw a plan of the classroom to scale.

LESSON 6:

Divide the class into small groups. Ask each group to list all the workers that would be needed to construct a building. Combine the lists. Write the workers titles on 3 x 5 cards and pin them to a bulletin board entitled, "Construction Workers in Action." Encourage the students to look for other workers to add to their list. Use magazines, catalogs and newspapers to find pictures of construction workers and the tools they use. Place these pictures of workers near the job names on the bulletin board. Place the pictures of tools near the construction worker who uses them. If possible, the teacher or students could bring some actual tools to show, especially measuring tools.

LESSON 7: Class discussion

Use the workers in picture A to stimulate discussion. Ask which workers use these measuring tools and how they are used. Next show pictures B, C, and D and discuss them. What work are they doing? Who could do these jobs? What measuring tools do they use? Do their measurements need to be accurate? What training would these workers need? What special vocabulary would they use? Continue to discuss other construction workers listed on the bulletin board. The teacher should refer to the list of workers in this packet which is the answer key for the game. It is important to make sure that all of these workers are included on the bulletin board and in the discussion.

LESSON 8:

Students can use copies of Activity Cards 5 and 6 to make a "Construction Workers Dictionary." They may work individually or in small groups. The names of the workers used in the dictionary can be those listed on the bulletin board. Activity Card 6, designing the dictionary cover, requires skill in following detailed directions. Some students may need special help to complete this activity successfully.

LESSON 9:

Each student may select a construction worker and present a pantomime to the class showing what that worker might do. The class may guess which worker each has chosen. Each student might tell what they would like about this job and what they wouldn't like about it. It would be desirable to have a few pantomimes presented each day until all have had an opportunity to perform.

LESSON 10:

Activity Card 7 stresses the variety of geometric shapes that can be found in buildings. This could be placed in a learning center as an optional activity or used by the entire class. The book, What It Feels Like to Be a Building by Forest Wilson (Doubleday & Company, Inc. 1969) would be helpful in the story writing part of this activity.

LESSON 11:

If at all possible, invite a construction worker to speak to the class. This might be a parent of one of the students. Students should prepare in advance the questions they would like to ask. If there is any construction going on near the school, a class field trip to the site would be very valuable.

LESSON 12:

Using the knowledge gained about construction workers in the preceeding lessons, student should now be prepared to play the game, "Construction Workers Challenge." Student directions and game cards are included in this packet. This game offers an opportunity for students to apply the measuring skills they have learned in this unit. Space has been left on each card for the teacher to add $\frac{1}{2}$ or $\frac{1}{4}$ inch after the whole number if the students are capable of making these measurements.

LESSON 13: Class discussion

A final discussion could center around such questions as:

How do the construction workers we learned about depend on one another?
Why is the work they do important?
How could the things we learned in this unit be used in these jobs?
Why are so many different kinds of workers needed?
What were some of the things you especially liked in our study of construction workers?

LESSON 14: Evaluation

Each student should be asked to complete the Evaluation Worksheet independently. This is designed to give the teacher an opportunity to assess students' progress in measuring and identifying geometric shapes.

ADDITIONAL RESOURCES:

1. What It Feels Like to Be a Building by Forest Wilson (Doubleday & Company Inc. 1969)

2. How a House Happens by Jan Adkins (Walker Publishing Company, 1972)

3. People Who Make Our Homes by Alto McIntire (Wilhemia Hill - Follette Publishing Co.)

4. Childrens Dictionary of Occupations by Hopke & Parramore (Career Futures Inc., 1974)

5. Big is So Big by Bertha S. Dodge (Coward McCann & Geoghegan, 1972)

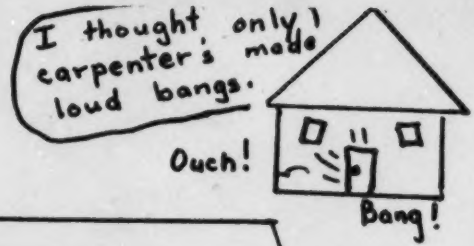
6. Things That Measure by Philip B. Carona (Prentice Hall Inc., 1962)

7. Size, Distance, Weight by Solveig P. Russell (Henry Z. Walck, 1968)

8. Long, Short, High -- Low, Thin, Wide by James T. Fey (Thomas Y. Crowell Co. 1971)

9. Filmstrip: "Follow the Architect's Plans"

Activity Card 1



Materials Needed:
Pencil, House Shaped Story Writing Paper

Have you ever thought what it would be like to be a building? Can you write a story about it? You may use some of the following questions to help you. Use your imagination.

1. What kind of building would you be?

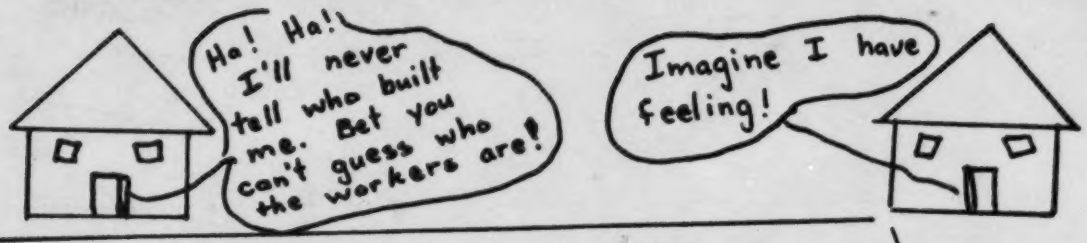
2. What workers would help to build you?

3. How would you feel when you were being built?

4. What people would live and work inside you?

5. How would you feel when people open and close your windows, slam your doors, clean your floors and put nails in your walls?

6. Share your story with the class.


Ha! Ha! I'll never tell who built me. Bet you can't guess who the workers are!
Imagine I have feeling!

Activity Card 2

Materials Needed:

scissors
tape
Our Measurement Chart
adding machine tape
construction paper

How To Make A Ruler

1. Choose an object to use for an instrument of measurement. It may be any object you want.

2. Choose a material to use to make your instrument of measurement. It may be adding machine tape or construction paper. You may have another idea on a material you would like to use.

3. Place the beginning of the instrument of measurement at the beginning of your material and mark the paper at the end of the instrument of measurement. Continue placing your instrument of measurement at the new mark and marking the end until your instrument is as long as you want it to be.

4. Write the name of your instrument of measurement on it.

Activity Card 2 (Cont.)

5. Get the "Our Measurement Chart" and measure things around the room with your instrument of measurement. Put your measurements on the chart.

6. Trade your instrument of measurement with a friend. Use the friends instrument of measurement to measure the same objects you measured before. Put these measurements on the chart.

7. Trade with another friend and measure the same objects you measured before. Put these measurements on the chart.

8. Look your measurements over. What did you find out?

9. Could construction workers use these instruments of measurement? Talk this question over with a friend.

Our Measurement Chart

Use with Activity Card 2

Name of Ruler			
Name of Object			
1. Classroom			
Length	_____	_____	_____
Width	_____	_____	_____
2. _____			
Length	_____	_____	_____
Width	_____	_____	_____
3. _____			
Length	_____	_____	_____
Width	_____	_____	_____

Activity Card 3

Standard Measurement Units

Materials needed:

6 inch ruler
12 inch ruler
Yardstick
Measuring Tape
Standard Measurement Chart.

1. Choose a friend to help you with this activity.

2. Take one of the Standard Measurement Charts. Put your name on it.

3. Choose one of the units of measurement. Measure your room with it. Put the measurement on your chart.

4. Then measure the hall and a book with it. Be sure to chart each measurement.

5. Next change your unit of measurement for another one in the center. Measure the same objects using this unit of measurement. Do this until you have completed all the measurements on your chart.

Standard Measurement Chart

	6 Inch Ruler	12 Inch Ruler	Yardstick	Measuring Tape
Room				
Length				
Width				
Hall				
Length				
Width				
Book				
Length				
Width				

Activity Card 4

Materials Needed:

Large piece of paper, pencil, ruler

How to Make a Room Plan

1. Choose two or three friends to help you. Use the measurements from your Standard Measurement Chart. Then you won't need to measure the room again.

2. Use 1 inch for each foot you measured. This is called a scale. You may need to use a one to one correspondence to figure out how long and how wide the room will be on your plan.

3. Then draw your plan on the large piece of paper. Remember to use the scale.

4. Next put in the door and the windows. Remember you must measure them and figure out the scale for them. Then draw them on your plan.

5. Share your plan with the class.

Activity Card 5

Materials Needed:

Pencil, A piece of writing paper, One piece of house shaped paper for each construction worker

1. List the names of the construction workers in alphabetical order on your piece of writing paper.

2. Use your list to write the names of the construction workers on the house shaped dictionary paper. Put the letter the name of the construction worker begins with on the first little line.

3. Put the name of the construction worker on the second line. Then tell what he does.

4. Try to fill in the other information about each construction worker.

5. Carefully cut out each house shaped page. Be sure to keep them in alphabetical order.

6. Make a cover for them using Activity Card 6.

Dictionary Page

Training Needed: _____

Measuring Tools Used: _____

Other Tools Used: _____

Special Vocabulary: _____

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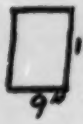
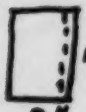
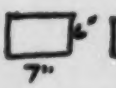
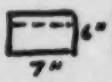
1. Activity Card 6

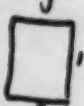
Construction Worker's Dictionary Cover

Materials Needed:

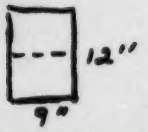
1 9x12 Brown Construction Paper
1 9x12 Green or Orange Construction Paper
Ruler, Scissors, and Glue

Directions:

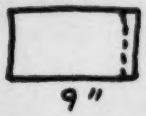
Put brown construction paper in front of you like this  Measure off 2 inches along the side like this  Cut off the 2 inches. Next measure up 6 inches like this Mark it off and cut along your line. This will give you two pieces of brown paper 6x7 inches. Place each brown paper in front of you like this  Measure off ½ inch at the top of each like this:  Do not cut this off. This will be used later for glue.

Now put your green or orange construction paper in front of you like this:  Measure 6

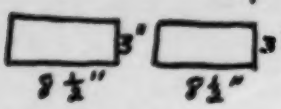
2.

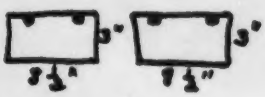
inches up from the bottom like this: 

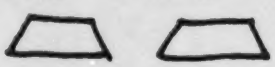
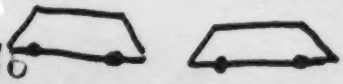
Cut along the line you made. Put one piece away. You will not need it. Next put the other piece in front of you like this:

Measure ½ inch along edge like this 

Cut it off. Now you have a 8½ x 6 inch paper. Measure 3 inches up from the bottom like this

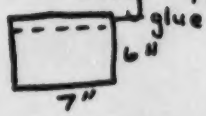
Mark it off. Cut along your line. You should have 2 pieces 3 x 8½ inches. Lay both pieces in front of you like this: 

Measure in 1 inch along the top edge from each side like this: 

Put a dot to mark it. Place your ruler slanting on the paper from the dot on the top to the bottom corner like this
Draw a line down. Do this from each dot to the bottom corner. Cut off the corners. Now you should have 2 pieces that look like this:  Measure in ¾ inch along the bottom edge from each side and put a dot like this: 

3.

Put glue on the brown construction paper along the edge where you measured the ½ inch.



Place the green or orange construction paper on the top of the glue carefully matching the dots you made with the sides of the brown paper and the edge with the line you made on the brown paper like this:

One part is for the front cover and the other is for the back cover for your Construction Workers Dictionary.

You may use scrapes to make a door and a window for the front cover.

Label the front cover <u>Construction Workers Dictionary</u>.

Put your dictionary pages inside the covers and staple it together.

Activity Card 7 Shapes 1

Materials Needed:

Magazines	White Paper
Newspapers	Construction Paper

1. Look in magazines and newspapers for pictures of buildings.

2. Paste each picture on a piece of white paper. Under each picture list all the different shapes you see in the picture such as: circle, square, triangle, and rectangle. You may see other shapes if you know their names write them down too.

3. Observe different shapes in and around your school. Write on a piece of paper the shape you saw and where you saw it.

4. Draw a picture of a building using some of the shapes you found.

5. Write a story about the building you drew. Tell what the different shapes are, and how they help each other. What feelings

do the different shapes have? (Example: The rectangular door sometimes gets a headache when it is slammed too hard. Then it makes the whole building tremble.) Be sure to use your imagination in writing your story.

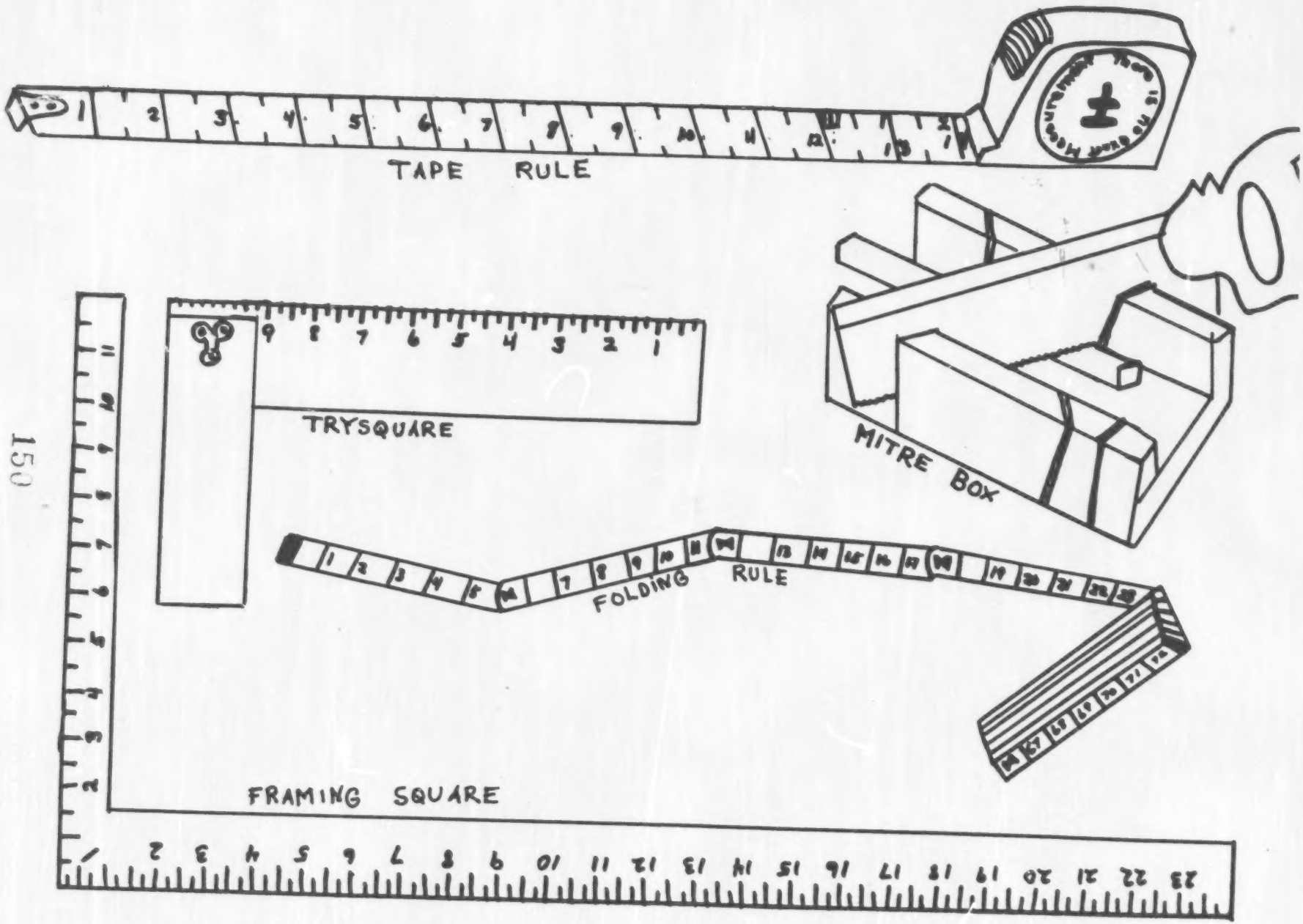
6. Make a booklet out of your papers. Take two pieces of construction paper for a cover. Use scrapes of construction paper to cut out different shapes to make a building for the front cover.

7. Put the title "Shapes in Buildings" on the front cover. Put your name on the lower right hand corner of the cover.

8. Put your papers inside the cover and staple them together.

9. Share your booklet with friends.

Picture A



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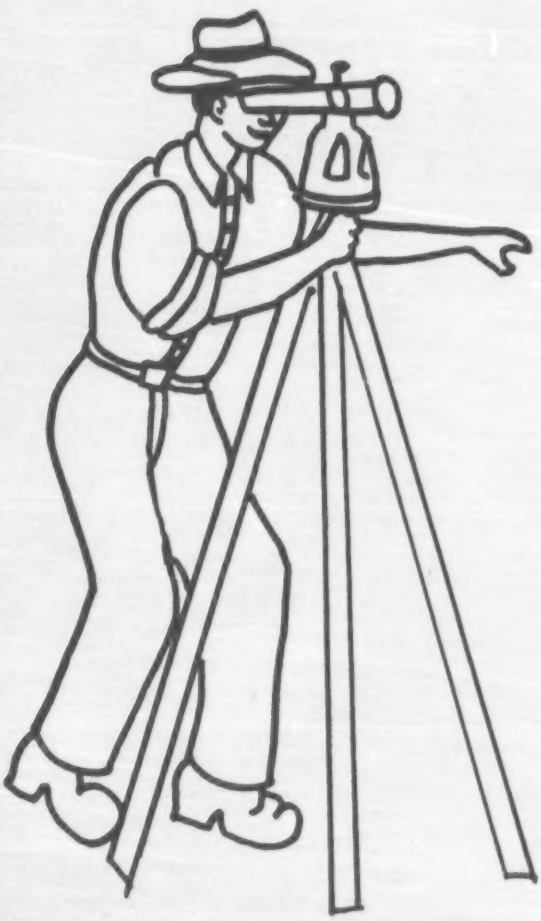
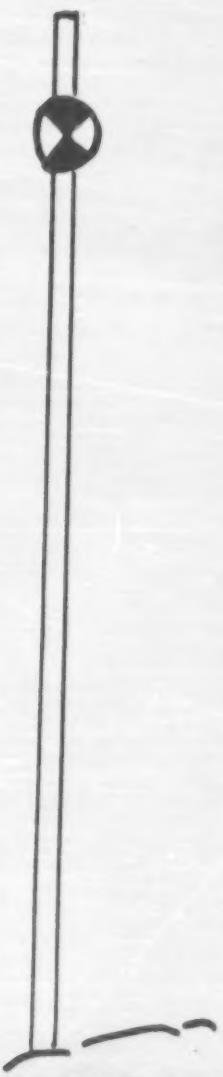
Picture B





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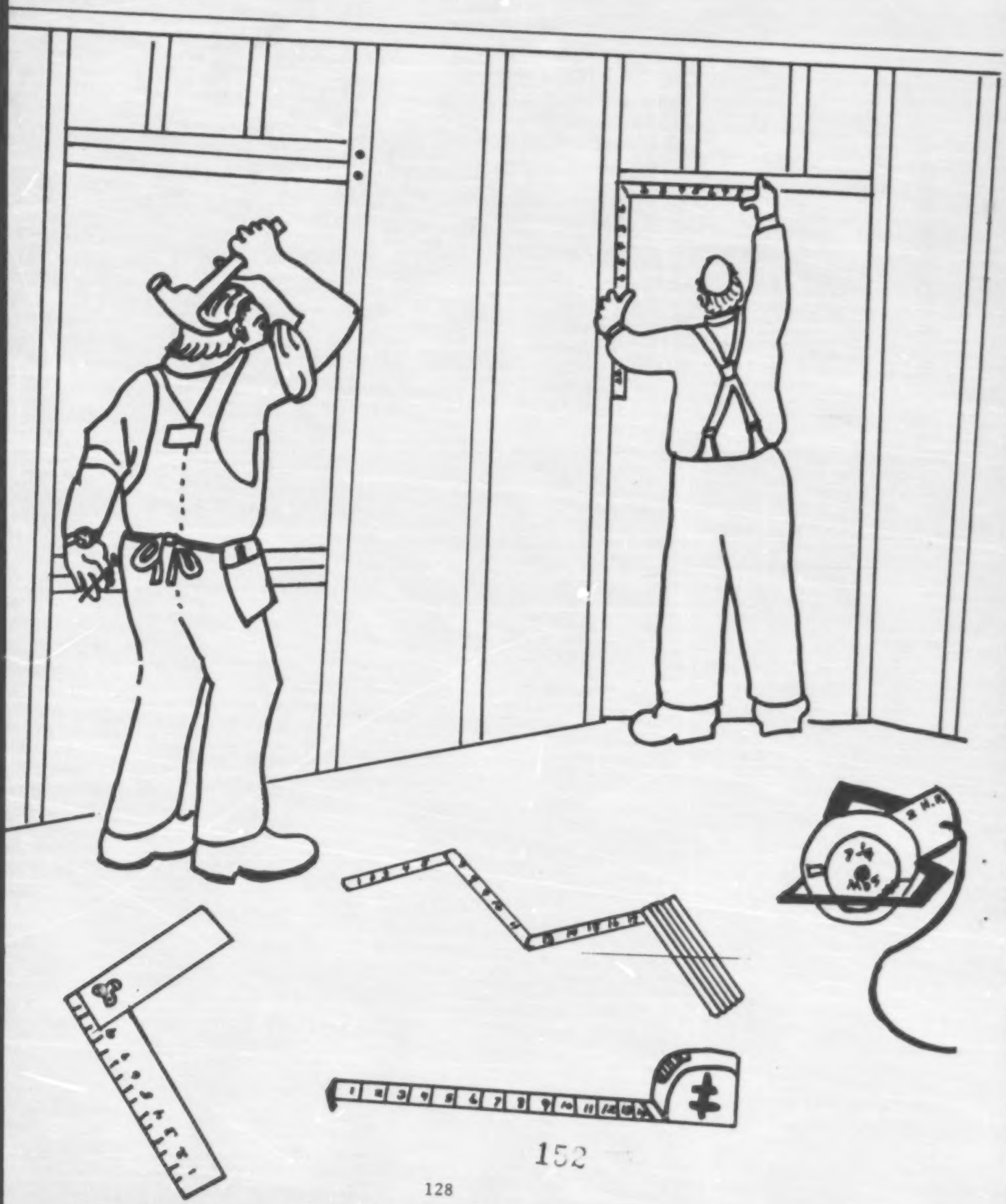
Picture C



Picture D

Construction Worker's Challenge 1.

Construction Worker's Measuring Game

Materials Needed:

A ruler for each player
36 inch strip of paper (Adding Machine Tape)
Buttons for markers
Pencil Game Cards
Construction Worker's Dictionary or answer key

Number of Players

2 to 4 players

Mark the ends of your strip of paper with start at one end and finish at the other. You may want to tape your strip of paper in front of you.

Shuffle the cards. Turn them upside down in front of players.

The first player draws a card, reads the sentence at the top, then says the worker's name that fits in the blank. If he is correct he begins at start on his strip of paper and measures with his ruler the number of inches it says on the bottom of his card. Then he marks it with his pencil and places his marker on

the line he made. Not all cards have blanks on them. Some are disaster cards. Read and follow the directions on these cards.

If player gives the wrong answer he can't move. If someone challenges player's answer Challenger proves he's right by looking it up in his "Construction Worker's Dictionary" or on the answer key then challenger may move the number of inches on the card if he's right. If player is challenged for measuring wrong and he didn't measure correctly he must erase the line and move his marker back to the line where it was. If the challenger was wrong he measures back two inches from his marker and moves his marker back.

Put the used cards upside down on a pile. If you run out of cards before game is finished shuffle and use again.

Each player follows these same directions. The first player to reach the finish line is the winner.

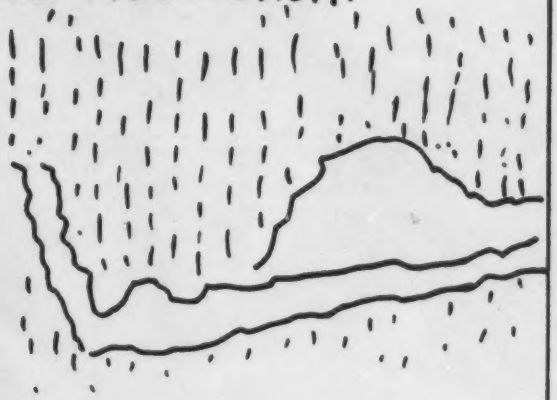
Remember after the first card you start measuring where your marker is placed.

Answer Key

Construction Worker's Challenge

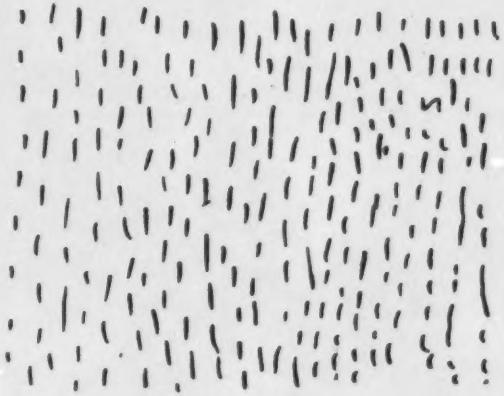
1. none
2. none
3. Dry wall installer
4. Dry wall finisher
5. roofer
6. surveyor
7. carpenter
8. carpet installer
9. insulator
10. painter
11. none
12. carpenter or cabinet Maker
13. architect
14. none
15. mason bricklayer
16 mason or bricklayer
17. contractor
18. carpenter
19. wallpaper hanger
20. tilesetter
21 none
22. sheet metal
23. roofer
24. carpenter
25. electrician
26. carpenter
27. cement worker
28. plumber
29. mason or bricklayer
30. excavator
31. none
32. none
33. plumber
34. electrician
35. none
36. carpenter
37. carpet
38. mason or bricklayer
39. contractor
40. carpet installer
41 carpenter
42. carpenter

A hard rain caved in the foundation.



Go back to start.

2.
Construction stopped because of hard rain.



Stay where you are.

3.
__ __ _____ put up the dry wall.

Go Ahead 3 inches.

133

The _____ measures the plot of land.

157

Go Ahead 1 inch.

5.
The _____ finished the roof.

Go Ahead 1 inches.

4.
The __ ___ _____ finished the dry wall.

Go Ahead 4 inches.

153

7.
The _____ uses the framing square.

Go Ahead 5 inches.

8.
The _____ _____ measures the floor for the carpet.

Go Ahead 6 inches.

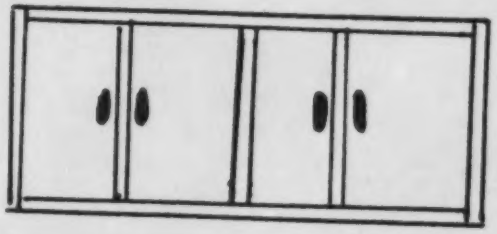
9.
The _____ staples in the insulation.

Go Ahead 6 inches.

10
The _____ painted the walls.

Go Ahead 5 inches.

11.
The cupboards weren't finished on time.



Lose 1 turn.

12
The _____ measures for cupboards.

Go Ahead 6 inches.

13.
The _____ finished the blueprints on time.

Go Ahead 3 inches.

14.
It started to rain the roofers can't work.

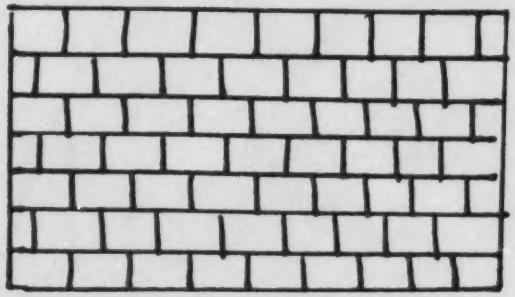
Miss a turn or go back 3 inches.

15.
The _____ broke his leveling string.

Miss a turn or go back 3 inches.

135

12.
The _____ finished the walls.



Go Ahead 4 inches.

17.
The _____ figured out the materials needed.

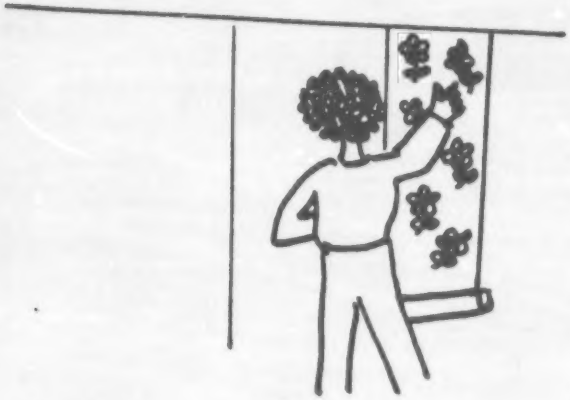
Go Ahead 2 inches.

18.
The _____ uses the miter box to cut an angle.

Go Ahead 2 inches.

19.

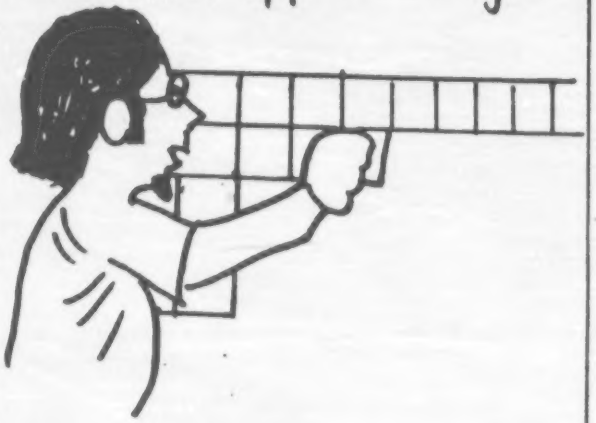
The _____ _____ hang the wallpaper.



Go Ahead 4 inches.

20.

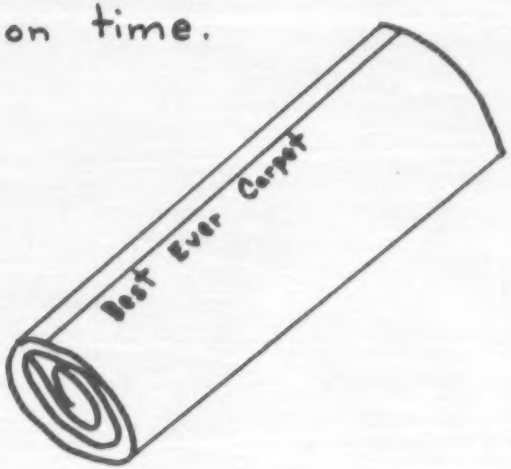
The _____ sets the tiles and applies the grout.



Go Ahead 1 inches.

21.

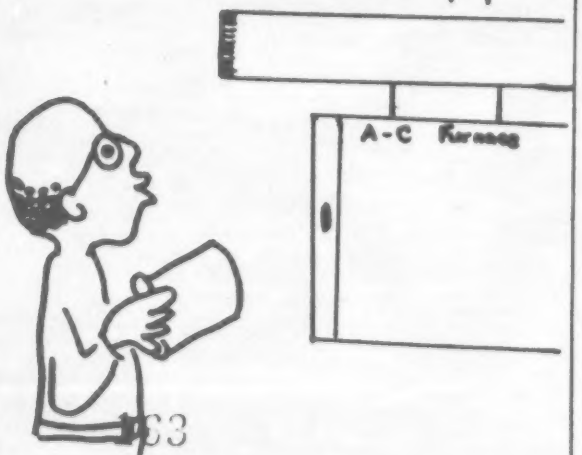
The carpet didn't come on time.



Miss your turn.

22

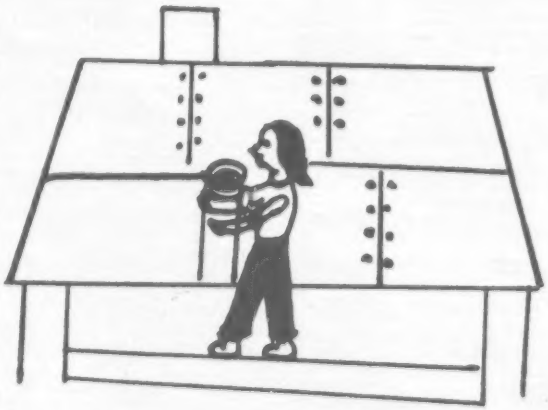
The _____ _____ workers put in the furnace pipes.



Go Ahead 2 inches.

23

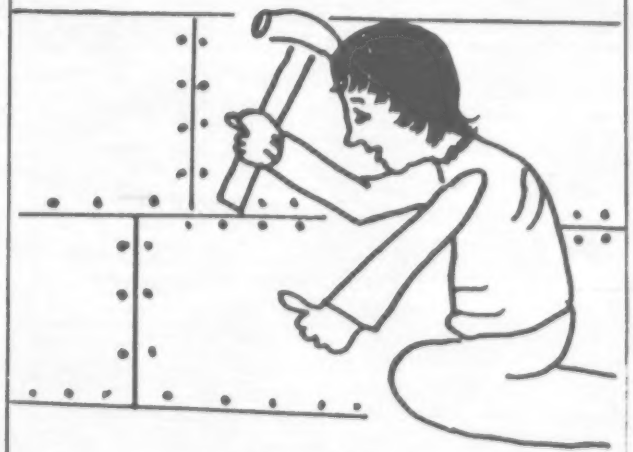
The _____ puts tar paper on the roof.



Go Ahead 3 inches.

24.

The _____ lays the sub-floor.

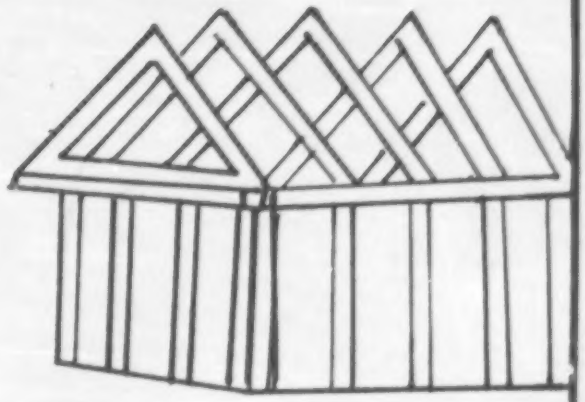


Go Ahead 1 inch.

25. The _____ installs the wiring.

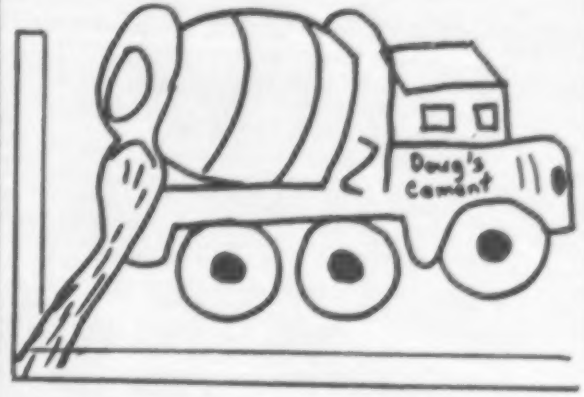
Go Ahead 2 inches.

26. The _____ put up the rafters.



Go Ahead 5 inches.

27. The _____ workers poured the foundation.



Go Ahead 4 inches.

137

28. The _____ sweats some pipes.

Go Ahead 4 inches.

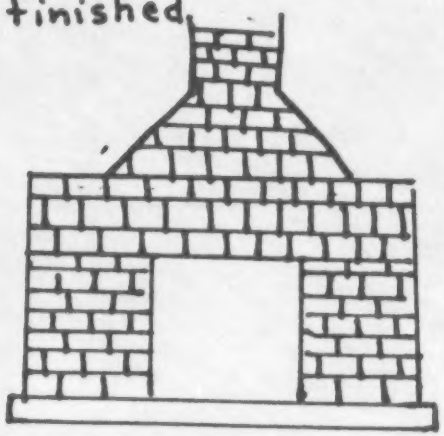
29. The _____ uses a level.

Go Ahead 2 inches.

30. The _____ digs the hole for the basement.

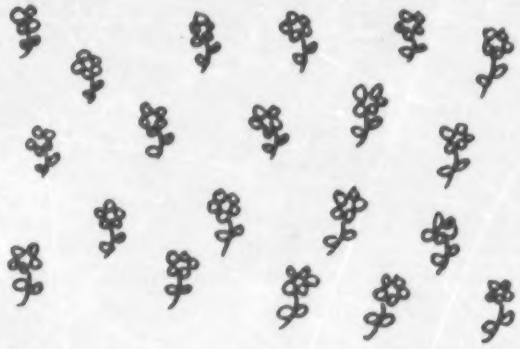
Go Ahead 5 inches.

31.
The fireplace is finished.



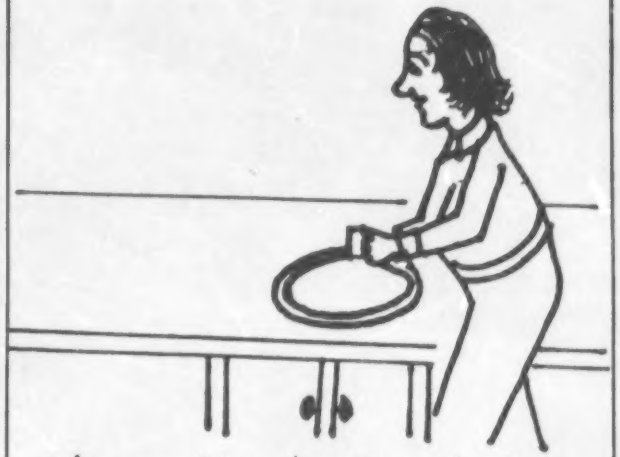
Move Ahead 8 inches.

32.
The wallpapering is all finished.



Move Ahead 8 inches.

33.
The _____ installs the sink.

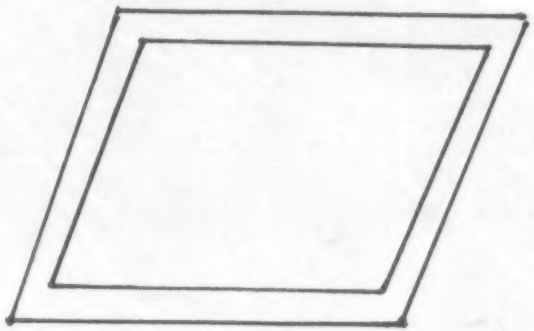


Move Ahead 7 inches.

34.
The _____ put up the light fixtures.

Move Ahead 7 inches.

35
The foundation is finished.

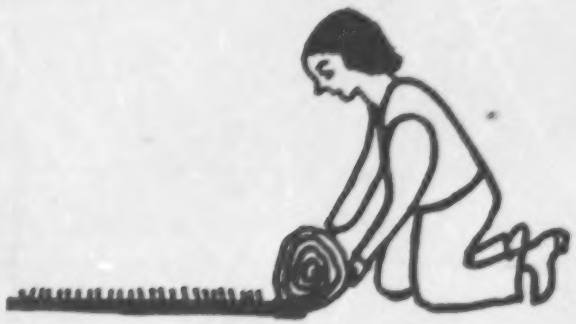


Move Ahead 9 inches.

36.
The _____ install the windows.

Move Ahead 10 inches.

37.
The _____ installer installs the carpet.



Go Ahead 6 inches.

38.
The _____ builds the fireplace.

Go Ahead 3 inches.

39.
The _____ read the blueprints.

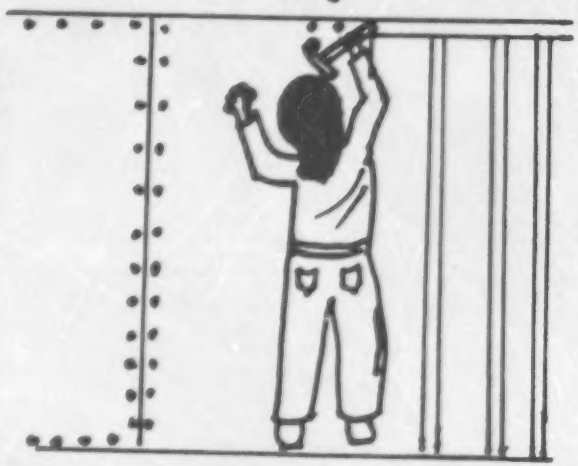
Go Ahead 7 inches.

139

40
The _____ _____ installs the carpet pad.

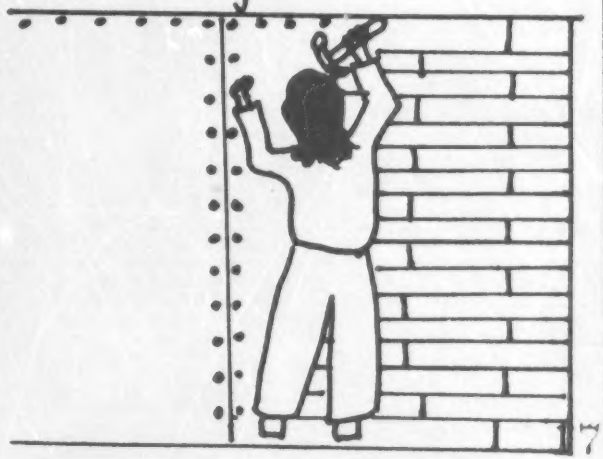
Go Ahead 7 inches.

41
The _____ put on the sheathing.



Go Ahead 8 inches.

42
The _____ put on the siding.



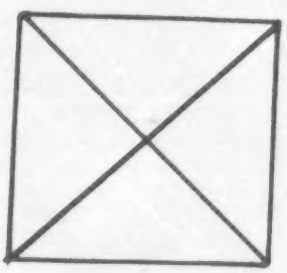
Go Ahead 9 inches.

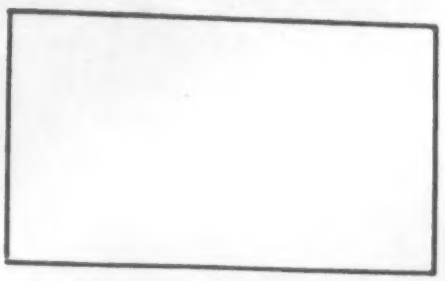
170

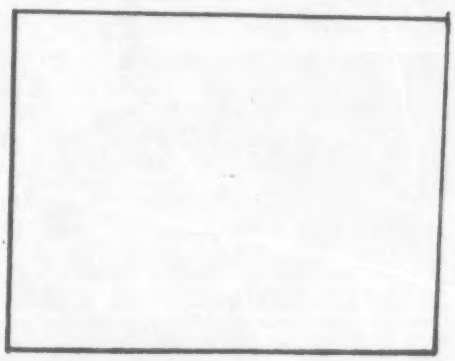
Evaluation Worksheet Name _____

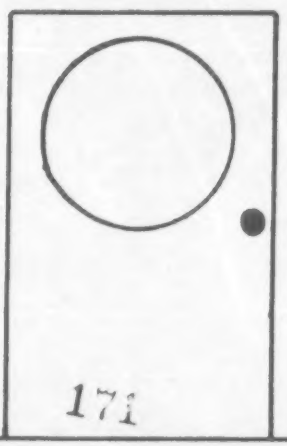
1. Measure each line on this picture of a building. Write the measurement on each line.

2. Then label all the shapes you see in this picture.









171

A DEMONSTRATION PACKET ON THE

DEVELOPMENT OF A COMMUNITY RESOURCE PERSONS LIST FOR CAREER EDUCATION

IN LINE WITH USOE's OBJECTIVE TO:

"MAKE EDUCATION MORE RELEVANT TO

EMPLOYMENT AND FUNCTIONING IN SOCIETY."

June, 1976

PACKET PREPARED BY THE KIMBERLY PUBLIC SCHOOLS

PACKET TESTED FOR TRANSPORTABILITY IN EAU CLAIRE AND SHAWANO

This demonstration packet was developed as a part of WISCONSIN's K-12 CONSORTIUM PROJECT FOR IMPROVING CAREER EDUCATION* funded through a grant from the Office of Career Education, U. S. Office of Education, Department of Health, Education, and Welfare pursuant to the Education Amendments of 1974, Section 406, Title IV, Public Law 93-380. (Project No. 554AH50646 and Grant No. G007503906)

*This consortium is made up of the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

JOINT SCHOOL DISTRICT #6
KIMBERLY, WISCONSIN 54136

I. Facet of Career Education to be demonstrated:

Making education more relevant to employment and functioning in society.

II. Definition of the strength and guidelines for developing similar strengths:

A need existed to show our students the wide variety of occupations which exist in our community as well as the total job picture. In the process we designed programs/experiences to show the relationship of education, employment and functioning as a productive citizen within the total society.

III. Process and materials used:

A search of the local community for interested parents and citizens to participate with in-school activities was our initial thrust. We wrote articles in the local NEWSLETTER to introduce the total Career Ed. concept, at one point we included a sign up form for interested persons. The return from this was our starting point for development of a community resource guide of potential speakers for grades K-12.

After formulation of the original list the LVEC was involved to make telephone contacts to persons he thought might be added. The listing itself is now ready for the most critical portion of the cycle -- dissemination to staff with instructions as how to use the volunteers. The LVEC was again involved to conduct small group meetings at the Elementary, Junior High and Senior High buildings. Support was afforded him by prior workshop participants within each building.

The actual involvement of resource persons in the classroom is now ready to begin. We have set up guidelines for our guests to address the issues to show the relationship of education to employment and functioning in society. The resource persons are invited in on an individual basis by the classroom teacher. We have run a Career Speaker Day in all 6th grade attendance centers but most involvement is with single class sections K-12.

IV. Impacts:

Very positive reactions from student and adult participants encourage us to continue and expand this program. We now have a greater understanding by our public as to what we are trying to do. We have also seen an increase in the use of outside speakers and other community resources by our classroom teachers.

V. Suggested guideline for other school districts:

This type of communtiy involvement requires your teachers to have a willingness to get involved. It is important that follow up is given to all respondents and they are made to feel at ease in the school setting.

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INFORMATION OF CAREER EDUCATION

RESOURCE PEOPLE

NAME: _____

ADDRESS: _____

HOME PHONE: _____ BUSINESS PHONE: _____

Grade levels to which you are available: _____

Occupations and/or leisure time activities which you would share with students: _____

_____

_____

_____

****

FOLLOW UP NOTE USED AFTER A PERSON VOLUNTEERS

Dear

Thank you for your very positive response to our request for speakers as part of our Career Education program. Your name will be added to our listing as made available to all staff members K-12. Staff members will contact you directly to invite you into the classroom. If you feel that you are being contacted too many times or not enough please feel free to get in touch with me.

Again thank you and welcome aboard.

Sincerely:

LVEC

Phone: 788-5258

LETTER OF INTRODUCTION

WESTSIDE SCHOOL
KIMBERLY, WI. 54136

The sixth grade at Westside School is planning a career day called, "Opportunities That Lie Ahead". We are trying to acquaint the boys and girls with the job opportunities that are available to them today and the type of education needed to do this work. We hope that the children will start thinking about a career.

We would like to know if you will be available to participate in this activity.

The date for this program will be on Thursday, April 4th. If this date is inconvenient for you, please suggest another at your convenience.

Please fill out the form at the bottom and return to us as soon as possible. As soon as the dates have been confirmed, we will be in contact with you.

Sincerely yours,

Sixth Grade Teachers
Westside School

Name _____

Date: April 4th _____

Other dates available _____

Comments _____

_____

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LETTER OF INTRODUCTION

WESTSIDE SCHOOL
KIMBERLY, WI. 54136

National Education Week is just around the corner - November 16-22nd to be exact. We feel this would be an excellent time to acquaint our sixth grade children with ideas for their future careers.

Because of your knowledge and experience in your chosen career, we would like you to share your thoughts in a Career Day called, "Opportunities That Lie Ahead". You would be talking to two small groups of perhaps ten to twelve children for thirty minutes each.

The date for this program is the afternoon of November 18th. If this date is inconvenient for you, please suggest another at your convenience.

Please fill out the form at the bottom of this letter and return to us as soon as possible. We will be in contact with you as soon as our program is lined up. We are looking forward to seeing you on November 18th.

Sincerely yours,

Sixth Grade Pod
Westside School

Name _____

Date: November 18th _____

Other dates available _____

Comments _____

_____

ACCEPTANCE AND OUTLINE

WESTSIDE SCHOOL
KIMBERLY, WI. 54136

We are delighted that you are willing to speak in our Sixth Grade Pod on March 16th. Our Career Day will run from 1:00-1:30 and 1:35-2:05 if this is convenient for you. Each group will be comprised of about fourteen students. We feel that with your help, this will be an important part of our Career Development Program. The following could be questions:

1. What changes have taken place in your profession or occupation?

2. What is being done in your industry or occupation today?

3. What sort of thing will be done in the furture?

4. When these sixth graders are ready for employment what sort of jobs will be available?

5. What are the various fields to which your profession would apply?

6. How or why did you choose your field, and what education is needed?

7. Question and answer period.

If you wish to bring any material for demonstration, we will arrange for a student to carry these from your car.

We appreciate your cooperation in our project and look forward to your visit. If you have any questions, please feel free to call us.

Sincerely,

Sixth Grade Pod
Westside School

PS: If you cannot make this commitment, please call Robert Gerritts at Westside School (739-3578) as soon as possible so we can find a replacement.

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LETTER OF APPRECIATION

WESTSIDE SCHOOL
KIMBERLY, WI. 54136

We greatly appreciate your coming and speaking to our Sixth Grade students. Because of you, we feel our Career Day was a success.

As teachers, we feel that exposing children to a variety of careers is very important. These are the formative years and by allowing them to come in contact with people like you, they can begin to think about opportunities that lie ahead.

We hope you enjoy the enclosed letters.

Sincerely,

SIXTH GRADE POD

Enc.

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A DEMONSTRATION PACKET ON

FOREIGN LANGUAGE AND CAREERS

IN LINE WITH USOE's OBJECTIVE TO:

"RELATE THE SUBJECT MATTER OF THE CURRICULA OF SCHOOLS TO THE NEEDS OF PERSONS TO FUNCTION FULLY IN SOCIETY"

June, 1976

PACKET PREPARED BY THE WATERTOWN COMMUNITY SCHOOLS

PACKET TESTED FOR TRANSPORTABILITY IN MADISON

This demonstration packet was developed as a part of WISCONSIN's K-12 CONSORTIUM PROJECT FOR IMPROVING CAREER EDUCATION* funded through a grant from the Office of Career Education, U. S. Office of Education, Department of Health, Education, and Welfare pursuant to the Education Amendments of 1974, Section 406, Title IV, Public Law 93-380. (Project No. 554AH50646 and Grant No. G007503906)

*This consortium is made up of the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

Foreign Language

Your

To

Opportunities

Adventure

Careers

Travel

Study

Service

Fun

The purpose of the project was to

1. Acquaint students and the local community of the career opportunities available to people who have foreign language skills in addition to another saleable skill.

2. Acquaint students and the local community with the travel, study, and service opportunities that are open to people with foreign language skills.

3. Inform students and the local community of the need for Americans with language skills in a continually shrinking world.

The project was a set of 50 posters made from pictures, articles, ads, and information gathered from magazines, newspapers, company and government brochures, career education booklets, foreign language periodicals, and help wanted ads.

Posters were chosen as the medium because:

1. They can be used on the career bulletin board in the foreign language classroom. New posters are put up each week. Therefore students are exposed to these concepts every day instead of during one presentation.

2. They can be used by the foreign language teacher during public presentations about the foreign language program.

3. They can be displayed in the community during the national education week, folk fairs, school and work days etc.

4. They can be easily added to and updated as the teacher and students find relevant material.

An outline of the project follows. In parenthesis are mini descriptions of the material that covers these areas.

Foreign Language - Your Passport To ..... (See cover sheet)

I. Modern Transportation and Communication Are Shrinking the World.

(Picture of the world. "Never have so many Americans encountered so much foreign speech with so little equipment for communication and so much depending upon communication." - The National Interest and Foreign Language.)

A. Trade Between Free-World Nations

B. Mail Across the Border

C. Telephone Calls Overseas

D. Two Way Flow of Investments

E. A Trip Over the Atlantic

F. Travelers Across the Oceans

G. Exchange of Students (Statistics from 1950 and 1972 and the percentage of change available from Subcommittee on Career Ed-Foreign Language, Maryland State Dept. of Education, Box 8717, Baltimore-Washington International Airport, Baltimore, Maryland 21240.)

II. Translate Foreign Language into Careers

(Cover sheet with different career clusters)

A. Federal Job Opportunities
(Federal government is the greatest user of language skills. There is a lack of government people with adequate language skills.)
Federal Job brochures.

B. Teaching Opportunities
(Ads for jobs in the US and abroad)

C. Library Openings
(Ads for librarians with the language requirements circled.)

D. Health Careers
(Pictures and Ads)
Medical personnel with language skills are needed around the world. People who are ill want to be heard in their own language.

E. Service Careers
(Ads for social workers, counselors, religious workers who need foreign language skills.)

F. Business

1. Business Has Gone International
(International business headlines from magazines.
The World Wide Operations of International Harvester - map.)

2. Language Skills = Big Plus for Business
(Survey of American business and industry regarding their language needs.
Ads with language requirements.)

G. Banking Has Gone International
(Ads for banking positions requiring foreign language.
Ads for banks that provide international services.)

H. Advertising Needs Language Skills
(Picture of a Rolls Royce. "Rolls Royce was about to name a line of cars Silver Mist until it was brought to their attention that Mist means manure in German. The name was changed to Silver Cloud.")

I. Data Processing and Foreign Language Skills

J. Foreign Language and Office Skills

K. Tourism and Language Skills
(Travel abroad - ads from magazines, newspapers, Pan Am folder with language requirements.
American hotels, motels looking for people with language abilities.)

L. The Scientific Community Needs International Cooperation
(Russian and American astronauts)

M. Opportunities in Media
(Newspaper headlines from all over the world.
Printed information on the opportunities in international journalism.)

N. American Know-How is in Demand the World Over
(Agricultural opportunities.
Construction opportunities.)

III. Foreign Language Opens Many New Worlds

(Politics, Foreign Relations, Religion, Art, Music, Architecture, Literature, Science, Fashion, Food, Sports, Travel, Study ...)

A. Language = Understanding
("We believe the learning of a foreign language is not an idle exercise or merely intellectual discipline, but that a foreign language, well learned, is a bridge of communication and contact with another people, another culture which then becomes less foreign, more human to the learner." Dr. Stephen A. Freeman, Middlebury College.)

B. Language Skills Add to Travel Quality
(Travel is people, not just the monuments.)

C. Study and Travel Opportunities

D. Enjoying the military service years with foreign language skills.
(Pictures of former students enjoying Europe while on active duty.)

IV. America and the World Learn Interdependence

(Languages in the world. US can't expect everyone else to learn it's language while it remains monoligual.)

This project was done in the form of an informational bulletin board rather than as a unit to be directly taught in the classroom because I didn't feel I would delete other classroom material in order to do this unit. Here I wholeheartedly support the philosophy that career education ought to be "in connection with not in addition to" the present curriculum.

I've also found this format of incidental teaching and guiding of students on an informal, individual basis over an extended period of time much more productive than a one shot unit on career opportunities in connection with foreign languages.

A DEMONSTRATION PACKET ON A

HIGH SCHOOL PLACEMENT PROJECT

IN LINE WITH USOE's OBJECTIVE TO:

"EXTEND THE CONCEPT OF THE EDUCATION PROCESS BEYOND THE SCHOOL INTO THE AREA OF EMPLOYMENT AND THE COMMUNITY"

June, 1976

PACKET PREPARED BY THE EAU CLAIRE PUBLIC SCHOOLS

PACKET TESTED FOR TRANSPORTABILITY IN OREGON AND WATERTOWN

This demonstration packet was developed as a part of WISCONSIN's K-12 CONSORTIUM PROJECT FOR IMPROVING CAREER EDUCATION* funded through a grant from the Office of Career Education, U. S. Office of Education, Department of Health, Education, and Welfare pursuant to the Education Amendments of 1974, Section 406, Title IV, Public Law 93-380. (Project No. 554AH50646 and Grant No. G007503906)

*This consortium is made up of the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown.

BACKGROUND

This project is the result of a cooperative effort between the Eau Claire School System and Wisconsin Job Service. The school system provides office space and telephones. The Job Service provides a full-time Manpower Specialist II during the school year. The placement specialist is paid through Job Service (Title III funding) and works out of the Job Service Office during the summer months. This program has been operational since mid-January of 1975.

1. *Facet of Career Education to be Demonstrated*

   How to enhance and reinforce career education in the classroom by assisting students in acquiring on-the-job work experience through placement.

2. *Strength to be Shared, Further Definition*

   Classroom career education points to the day that students can have an actual work experience to put their knowledge into practice. The strength of the program is reflected in the following goals:

   A. To place students in the following types of jobs:
      (1) Part time - for students while attending high school
      (2) Summer - jobs which are seasonal and last only for the summer months
      (3) Pocket money - jobs in the private sector, such as child care, yard work, etc.
      (4) Full time - permanent full-time positions for students going from high school directly into the labor market

   B. To acquaint students with the Wisconsin Job Service and the services it can offer them, both now and in the future.

   C. To serve as a resource of information to educators and counselors in the following ways:
      (1) Talk to classes of labor market-bound seniors about the present employment picture in the area
      (2) Teach students to improve their job-seeking skills
      (3) Help teachers with co-op classes place their students in appropriate jobs
      (4) Work with counselors in assisting students with special needs or problems to find employment

(5) Keep instructors in the industrial arts area informed about openings for students in their field

(6) Help teachers working with special education, handicapped, or educationally uncomfortable students find jobs for their pupils

3. *Process and Materials Used*

A placement specialist sets up his/her office to function as a mini-employment service using the same forms and office procedures used by the Wisconsin Job Service. The placement specialist should have a micro-film viewer and receive job bank microfilm every day as well as being in close contact with the placement unit of the Job Service Office. Students apply on a walk-in basis. In Eau Claire's case, the placement specialist visits one school on even numbered days and the other on odd numbered days. The student is asked to complete a Job Service application blank, which is cross indexed and filed in that office. Students return for reinterviews as often as they wish but must return once per month to keep their cards in an active status. The placement specialist will supply the student with a referral card when he/she is to be referred to a prospective employer. The placement specialist keeps records of all job openings listed at each school on Job Service order forms and reports all placement activity monthly to his/her supervisor at Job Service and reports yearly to the school administration.

The groups involved are the Job Service staff, the high school staff, the high school students, area employers, and supportive community agencies.

The materials used are placement procedures developed by the Wisconsin Job Service - including forms, periodicals, and a film (listed in the bibliography on page 4) distributed by the Job Service.

The primary activities the placement specialist engages in are the following:

A. Interviewing students

B. Calling on employers to solicit job openings

C. Referring students to job interviews

D. Keeping appropriate records and files

E. Serving as a resource person to the school staff

4. *Impact*

The greatest impact has been upon the high school students. A total of 3,000 students have registered for work in the two high schools in the last year and one-half. Both schools maintain an active file of around 200. Roughly 650 students have found some kind of work through this service since it began. One student out of every three received some sort of service.

The students have shown great enthusiasm for the project, and positive feedback has come through their student councils and parents' meetings. Job Service does provide a number of available resources that are not found in the school. The placement specialist at the school serves as a liaison between the two institutions and acclimates the student to the Job Service. Without this information, a student may not utilize the resource because it would be unknown to him.

Area employers are also feeling the impact of the high school program. More and more employers are calling for student workers. Employers have been made aware of a new realiable source - youthful workers. Several employers who have agreed to employ recent graduates had not done so in the past.

5. *Suggested Guidelines for Other School Districts*

Contact the Job Service Office in the community or school district about services they might be able to offer. There are pilot projects in progress using one placement specialist to serve a cluster of small or rural schools. Most Job Service Offices are happy to arrange tours for students and to provide staff for resource purposes.

BIBLIOGRAPHY

The following pamphlets are available at your local Job Service Office at no charge:

"Exploring the World of Work" WSES 3162
"Points to Consider in Making a Career Decision" DILHR SES 4489
"Preparing a Resume'" DILHR J50 4658
"For Youth -- Selling Yourself" WSES 3204 (11-75)
"Getting a Job" WSES 3165
"How to Get to the Top" WSES 3207
"School to Job - A Program for Services"
"How Much Education Do You Need?"

Film: *"Getting a Job is a Job"*

CAREER EDUCATION IMPLEMENTATION CATEGORIES

Criteria	1	2	3	4	5	6	7	8
1. Inservice education of teachers.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchrs. 4 hrs.	80%-tchr 4 hrs.
2. Inservice education of school counselors	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnslrs. 4 hrs.	80%-cnsl 4 hrs.
3. C.E. activities in Elem. Sch. clsrms.	10%-tchrs. 1 activity	25%-tchrs. 3 activities	50%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchrs. 5 activities	75%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchr 5 actvt
4. C.E. activities in Middle or Jr. Hi. School classrooms	--	10%-tchrs. 1 activity	25%-tchrs. 5 activities	50%-tchrs. 5 activities	75%-tchrs. 5 activities	75%-tchrs. 5 actvts.	75%-tchrs. 5 activities	75%-tchr 5 actvt
5. C.E. activities in Sr. Hi. classrooms	--	--	10%-tchrs. 5 activities	25%-tchrs. 5 activities	50%-tchrs. 5 activities	50%-tchrs. 5 actvts.	50%-tchrs. 5 activities	50%-tchr 5 actvt
6. Participation of Community Resource Persons in Schools	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasions	On ten occasion
7. Participation of Community Resource Persons in Elem.Sch.	--	--	50%-clsrms. Once or more	50%-clsrms. Once or more	50%-clsrms. Twice, more	50%-clsrms. Twice,more	50%-clsrms. Twice,more	50%-clsm Twice or
8. Participation of Com. Rsrce Persons in Mdl./Jr. Hi.Sch.	--	--	25%-clsrms. Once or more	25%-clsrms. Once or more	50%-clsrms. Twice,more	50%-clsrms. Twice, more	50%-clsrms. Twice,more	50%-clsm Twice or
9. Participation of Community Resource Persons in Sr. Hi.	--	--	--	--	50%-clsrms. Twice,more	50%-clsrms. Twice, more	50%-clsrms. Twice, more	50%-clsm Twice or
10. Field trips for elem. sch. stdnts.	10%-stdnts. 2 trips	25%-stdnts. 2 trips	25%-stdnts. 2 trips	25% stdnts. 2 trips	25%-stdnts 2 trips	25%-stdnts. 2 trips	25%-stdnts. 2 trips	25%-stdn 2 trips
11. Field trips for Middle or Jr. Hi. Students.	--	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdnts. 4 trips	10%-stdn 4 trips
12. Participation of parents, elem.sch.	5%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-parents some extent	20%-par some ex

Criteria	1	2	3	4	5	6	7	8
13. Parent involvement in C.E. activities in collaboration with teachers/counselors	--	--	--	--	50%-parents	50%-parents	50%-parents	50%-par
14. School Board official endorsement	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority.	Declared a priority
15. Evaluation of elem. sch. career educ.	--	Results available	Results available	Results available	Results available	Results available	Results available	Results availabl
16. Evaluation of mdle. or jr. hi. school career education.	--	--	Results available	Results available	Results available	Results available	Results available	Results availabl
17. Evidence of effectiveness of C. E. at elem. sch. level.	--	--	Available	Available	Available	Available	Available	Availabl
18. Evidence of effectiveness of C. E. at mdle. or jr. hi. school level.	--	--	--	Available	Available	Available	Available	Availabl
19. Evidence of effectiveness of C. E. at sr. hi. level.	--	--	--	--	--	Available	Clear, positive evidence available.	Clr.positive evidnc availabl
20. Career Ed. Coord. Council with reps. from school and community.	--	In operation.	In operation.	In operation.	In operation.	In operation.	In operation.	In operatin
21. C. E. activities in homes of elem.sch. parents.	--	--	25%-parents. some actvty.	25%-paretns. some actvty.	25%-parents. some actvty.	25%-parents. some actvty.	25%-parents. some actvty.	25%-parent some act
22. Parent involvement with C.E. activity in the home.	--	--	--	--	75%-parents.	75%-parents.	75%-parents.	75%-parent
23. Hands-on career exploration projects in mdle/jr. hi. sch.	--	--	50%-students 1 proj/more	75%-students .2 proj/more	75%-students 2 proj/more	75% stdnts. 2 proj/more	75%-stdnts. 2 proj/more	75-stdnt 2 proj+

Criteria	1	2	3	4	5	6	7	8
24. Programs to reduce race and sex bias in occupational decision making.	--	--	In operation.	In operation.	In operation.	In operation.	In operation.	In oper
25. Vocational education programs.	--	--	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100% stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 prog. available to 100%-stdnts.	Min. 5 available to 100%-st
26. Simulated or actual work experience.	--	--	--	33%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-seniors Min. 1 sem.	45%-srs. Min. 1 sem.
27. Career decision-making activities in senior high school.	--	--	--	80%-stdnts. grp. guid. or indiv. cnslng	80%-stdnts. grp. guid./ indiv.cnslng	80%-stdnts grp. guid./ indiv.cnslng	Oppor. for 100%-stdnts.	Oppor fo 100%-std
28. A coordinator of C.E. has been hired for school system.	--	--	--	On staff.	On staff.	On staff.	On staff.	On staff
29. Job and/or educational placement services.	--	--	--	--	Available to all school leavers.	Available to all school leavers.	Available to all school leavers.	Availab to all leavers
30. Special career ed. activities for physically and mentally handicapped.	--	--	--	--	--	Available to 80%-handicapped.	Available to 80%-handicapped.	Availab to 80% hndicpd
31. Special career ed. activities for students from low income families.	--	--	--	--	--	Available to 80% low inc. students.	Available to 80% low inc. students.	Availab 80%-low inc.std
32. Special career ed. activities for sr. hi. gifted/talented	--	--	--	--	--	25% of G/T students involved.	25% of G/T students involved.	25% G/T stdnts invlvd.
33. Follow-up data.	--	--	--	--	--	Available on 50% of sch. leavers in last 12 mos.	Available on 50% school leavers in last 12 mos.	Avlble 50% sch. leavers -12 mos.
34. Elem. school activities to increase awareness of world of work, etc.	--	--	--	--	--	--	Oppor. for 100%-stdnts.	Oppor. fo 100%-stdt

Criteria	1	2	3	4	5	6	7	8
35. Middle or jr. hi. activities to increase awareness of world of work, etc.	--	--	--	--	--	--	Oppor. for 100%-stdnts.	Oppor.for 100%-std
36. Sr. high work experience programs.	--	--	--	--	--	--	Provided	Provided
37. School-community collaboration in providing a career entry council to serve all school leavers.	--	--	--	--	--	--	Established	Establd
38. Competency based system of educational assessment with emphasis on performance evaluation as a prime factor for high sch. graduation	--	--	--	--	--	--	--	Committed to this system
39. Year around school.	--	--	--	--	--	--	--	Operational
40. Programatic procedures with reference to last two criteria have produced clear and positive results.	--	--	--	--	--	--	--	Based on research results.

Prepared by:
Robert S. Meyer, Director
Wis. K-12 Career Education Consortium

Incremental Improvement Guidelines

If a school district is to move from USOE Category One to Category Three, it must:

A. Have met and maintained all conditions required at level 1.

B. Make the following increases during the coming year:

1. From 10% of elementary school teachers engaging in one career education activity in the classroom to at least 50% of elementary school teachers engaging in 5 or more career education activities in the classroom.

2. From 10% of elementary school students participating in at least 2 community field trips to at least 25% of elementary school students participating in 2 or more community field trips.

3. From 5% to 20% parent participation in the school system's career education program.

C. Introduce or provide the following during the coming year?

1. Evidence that at least 25% of middle/junior high school teachers have conducted 5 or more career education activities in their classrooms.

2. Evidence that at least 10% of senior high school teachers have conducted 5 or more career education activities in their classrooms.

3. Utilization of at least one community resource person in 50% of elementary school classrooms.

4. Utilization of at least one community resource person in 25% of middle/junior high school classrooms.

5. Evidence of 10% participation of middle/junior high school students in 4 or more community field trips.

6. Results of a systematic evaluation of the effectiveness of career education activities in the system at the middle/junior high school level.

7. A functioning Career Education Coordinating Council with representatives from the formal educational system, the home and family, and the business-labor-industry-professional-government community.

8. Evidence that at least 25% of elementary school students' parents have been involved in some career education activity under the direct supervision or participation of teachers or counselors.

9. Evidence that at least 50% of middle/junior high school students have participated in at least one "hands-on" career exploration activity.

10. Programs designed to reduce race and sex bias in occupational decision making.

11. At least 5 different vocational education programs which are available to 100% of senior high school students in the system.

Incremental Improvement Guidelines

If a school district is to move from USOE Category Two to Category Four, it must:

A. Have met and maintained all conditions required at level 2.

B. Make the following increases during the coming year:

1. From 25% of elementary school teachers conducting at least 3 career education activities in their classrooms to 75% of elementary school teachers conducting at least 5 career education activities in their classrooms.

2. From 10% of middle/junior high school teachers conducting at least 1 career education activity in their classrooms to 50% of middle/junior high school teachers conducting at least 5 career education activities in their classrooms.

C. Introduce or provide the following during the coming year:

1. 25% participation by senior high school teachers in conducting at least 5 career education activities in the classroom.

2. Utilization of at least one community resource person in 25% of elementary school classrooms.

3. Utilization of at least one community resource person in 25% of middle/junior high school classrooms.

4. Results of an evaluation of the effectiveness of career education in the school system at the middle/junior high school level.

5. Programs which encourage all elementary school parents to become involved in career education activities in the home.

6. Evidence that at least 25% of elementary school parents have been involved in some career education activity under the direct supervision of classroom teachers.

7. Evidence of participation by at least 75% of middle/junior high school students in two or more "hands-on" career education projects.

8. Programs designed to reduce race and sex bias in occupational decision making.

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9. At least 5 different vocational education programs which are available to 100% of senior high school students in the system.

10. Evidence that at least 33 1/3% of high school seniors have participated in an actual or simulated work experience project for at least one semester or marking period.

11. Evidence that at least 80% of all high school seniors have participated in systematic decision making activities through individual and/or group counseling.

12. A coordinator of career education for the school system.

Incremental Improvement Guidelines

If a school district is to move from USOE Category Three to Category Five, it must:

A. Have met and maintained all conditions required at level 3.

B. Make the following increases during the coming school year:

1. From 50% to 75% participation by elementary school teachers in conducting at least 5 career education activities in the classroom.

2. From 25% to 75% of middle or junior high school teachers engaging in 5 or more career education activities.

3. From 10% to 50% of senior high teachers engaging in 5 or more career education activities.

4. From 50% of elementary classrooms utilizing at least one community resource person to 50% of elementary classrooms utilizing community resource persons twice or more.

5. From 25% of middle or junior high school classrooms utilizing at least one community resource person to 50% of middle or junior high school classrooms utilizing community resource persons twice or more.

6. From 50% of middle or junior high students involved in at least one hands-on exploration project to 75% middle or junior high students involved in 2 or more hands-on career exploration projects.

C. Introduce or provide the following during the coming year:

1. Participation of community persons two or more times in at least 50% of senior high classrooms.

2. Career education activities, in collaboration with teachers and counselors, which involve at least 50% of the parents of children in the school system.

3. Involvement in career education activities in the home by at least 75% of the parents of children in the school system.

4. Evidence of the effectiveness of career education at the middle or junior high school level.

5. One or more semester projects of simulated or actual work experience for at least 45% of seniors.

6. Systematic career decision making activities, through individual and/or group counseling, for at least 80% of senior high students.

7. A coordination of career education activities for the school system.

8. Job and/or placement services which are available to all students who leave school.

Incremental Improvement Guidelines

If a school district is to move from USOE Category Four to Category Six, it must:

A. Have met and maintained all conditions required at level 4.

B. Make the following increases during the coming school year:

1. From 50% to 75% of middle/junior high school teachers conducting at least 5 career education activities in their classrooms.

2. From 25% to 75% of senior high school teachers conducting at least 5 career education activities in their classrooms.

3. From utilization of at least one community resource person to utilization of community resource persons on two or more occasions in 50% of all elementary school classrooms.

4. From utilization of at least one community resource person in 25% of all middle/junior high school classrooms to utilization of community resource persons on two or more occasions in 50% of all middle/junior high school classrooms.

5. From 33 1/3% to 45% senior participation in an actual or simulated work experience project for at least one semester or marking period.

C. Introduce or provide the following during the coming year:

1. Utilization of community resource persons on two or more occasions in at least 50% of all senior high school classrooms.

2. Evidence that at least 50% of all parents of children in the school system have been involved in some career education activity under the direct supervision or participation of teachers or counselors.

3. Evidence that the school system's career education program has resulted in at least 75% of all parents being involved in career education activities (including career planning) in the home.

4. Evidence of the effectiveness of career education activities in the system at the senior high school level.

5. Job and/or placement services which are available to all students who leave school.

6. Special career education activities which are made available to at least 80% of the handicapped students enrolled in the school system.

7. Special career education activities which are made available to at least 80% of the students from low income families who are enrolled in the system.

8. Special career education activities which involve at least 25% of the gifted and highly talented students in senior high.

9. Follow-up data on at least 50% of the students (excluding transfers) who have left school during the past 12 months.

Incremental Improvement Guidelines

If a school district is to move from USOE Category Five to Category Seven, it must:

A. Have met and maintained the conditions required at level 5.

B. Introduce or provide the following during the coming year:

1. Clear, positive evidence of the effectiveness of career education at the senior high level.

2. Special career education activities for physically and mentally handicapped which are made available to 80% of the handicapped in the district.

3. Special career education activities which are made available to at least 80% of the students from low income families.

4. Special career education activities which involve 25% of the gifted and talented students in senior high.

5. Follow-up data on at least 50% of the students who have left school during the past 12 months.

6. Evidence that 100% of elementary school students have the opportunity to participate in activities designed to increase awareness of self, the world of paid employment, the place of work in society, habits, and individual work values.

7. Evidence that 100% of middle/junior high school students have the opportunity to participate in some form of a "hands-on" career exploration program within the school or the community.

8. A program of flexible scheduling that allows senior high students to combine classroom with work experience.

9. Opportunity for 100% of senior high students to participate in career decision making programs involving professional and group career counseling.

10. A school-community career entry council which systematically offers its services to school leavers in the school system

K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. I September 1975 No .1

WISCONSIN THE RECIPIENT OF FOUR CAREER EDUCATION GRANTS

In addition to a $236,947 grant awarded to Wisconsin's K-12 Consortium, three other Wisconsin projects were funded by USOE's Career Education Office in accordance with section 406 of the Education Amendments of 1974. The Oshkosh Area Public Schools were awarded $39,650 for a project in the same category as the consortium project for incremental improvement. The Girl Scouts of Milwaukee, Inc. was awarded a grant of $27,716 to focus on career education for girls, ages 9-11; and the University of Wisconsin - Madison's Research and Guidance Laboratory was given a grant of $65,917 to develop career education strategies for gifted and talented boys and girls.

Directors of these projects are: Catherine Kranjec, Girl Scouts of Milwaukee; Marshall Sanborn, University of Wisconsin; and Joseph Schrage, Oshkosh Area Schools.

NEWS ITEMS INVITED

Many have indicated a need for a statewide career education newsletter to share ideas and experiences. This is the first issue of the Wisconsin K-12 Career Education Consortium News to help meet this need. It will be published at least for the duration of the project. Due to consortium funding, priority will be given to consortium news; but all Wisconsin schools are invited to send in brief stories of career education activities which they consider would be of interest to the rest of the state. They will be appreciated and used if at all possible. Contributions should be sent to Robert S. Meyer, Career Education Consultant, Wis. Dept. of Public Instruction, 126 Langdon Street, Madison, Wis., 53702, by the 20th of each month.

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$236,947 GRANT AWARDED WISCONSIN CONSORTIUM FOR K-12 CAREER EDUCATION

The Wisconsin Department of Public Instruction and the public school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown have been awarded a grant of $236,947 from USOE's Career Education Office to conduct a one year project entitled "Effecting Incremental Quality Improvement of Career Education in a Consortium of Selected K-12 School Districts." Only those already involved in career education were eligible for these grants which were awarded primarily on the basis of capacity to provide good demonstration programs.

Consortium-wide objectives of the project include:

1. Raising the level of implementation of career education by at least two categories, as measured by amended USOE criteria, in each member school.
2. Developing and validating assessment and evaluation models for use by LEA's in more accurately measuring their current status, needs, and progress in career education.
3. Identifying segments of exisiting programs or new programs within the consortium which can be developed as models for various facets of career education.
4. Disseminating, both in-state and out-of-state, products and processes developed during the implementation of career education strategies by member schools and DPI.

In addition to the consortium objectives and activities, each member school has its own set of local objectives and activities to achieve them. Local directors within the consortium are: Roland Cross, Oregon; Jerry Kain, Kimberly; Ellen Meister, Madison; Fred Ponschok, Shawano; Eileen Scott, Watertown; Clifford Stanford, Eau Claire; and Herbert Schneider, Sheboygan. Robert S. Meyer, DPI's Career Education Consultant will serve as the coordinator of the consortium.

CONSORTIUM BOARD OF MEMBERS MEET

The Board of Members of the Wisconsin K-12 Career Education Consortium held its first meeting on July 31, 1975 in the Administration Building of the Madison Public Schools. The Board consists of the seven local district project directors of the consortium and the career education consultant of the Wisconsin Dept. of Public Instruction.

Action taken at the meeting included: approval of consortium by-laws, preparation of a position vacancy notice for a half-time on-site evaluator for the consortium project, and preparation of a request for proposals from prospective third party evaluators.

The Madison Public Schools' representative, Ellen Meister, agreed to assume major responsibility for developing the assessment and evaluation kit to help LEA's more accurately measure their current status, needs, and progress in career education, and all other members agreed to share with her any instruments they had found useful. (Suggestions from our readers concerning the contents of this kit will also be appreciated.) All consortium members agreed to help test and validate any new instruments developed for the kit.

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43 STATES TO RECEIVE FUNDS TO PILOT EBCE

Having developed Experience Based Career Education in four educational laboratories, NIE and USOE are now planning to fund EBCE demonstration projects in each of the 43 states eligible for another round of VEA Part D Exemplary Projects in 1976-77. (This includes Wisconsin.)

Essentially, the EBCE model is an alternative senior high school program which relies heavily on experiential learning sites in the community. It is an exploratory program, rather than a training program. Students establish tentative career goals based on assessment of self and available opportunities, and then spend a good share of their time in the community, rotating among several sites, observing people at work in fields of interest to them, trying out some work tasks (for short terms without pay), and meeting some of their academic requirements through projects in their experiential learning sites.

Watch for more information to appear in the Federal Register in the near future.

$10 MILLION OF USOE CAREER EDUCATION GRANTS IN SIX AREAS

Grants totalling nearly $10 million have been awarded by the U.S. Office of Education in support of 81 career education projects selected from 880 proposals submitted. Funded under the Special Projects Act of the Education Amendments of 1974, these first-time awards were made to state and local education agencies, institutions of higher education, and other non-profit agencies.

A priority within USOE, the programs center on the demonstration of effective methods and techniques, and the development of career education models.

Funds will support projects in six major areas:

1. Improvement of existing K-12 career education programs. ($5,802,756 for 45 projects - 2 in Wisconsin.)

2. Developing career education in settings such as the senior high school, community college, and institutions of higher education. ($918,691 - 7 projects.)

3. Benefitting special segments of the population such as the handicapped, gifted and talented, minorities, low income, and female youth. ($1,045,364 for 12 projects - 2 in Wisconsin.)

4. Training and retraining personnel conducting career education programs. ($750,298 - 4 projects.)

5. Informing educators and the public of career education methods, activities, and evaluation results. ($1,173,708 - 12 projects.)

6. As required by law, conducting a survey and assessment of career education in the United States. ($308,604 - 1 project.)

MADISON USES VARIED STAFF DEVELOPMENT APPROACH

By Ellen Meister*

The 1975 Wisconsin Senior Survey data indicated that more than half of the seniors held some degree of certainty about their career goal in grade 9, 10, or 11. Similarly, the major activity for the first year following high school graduation was decided upon in 40% or more instances in grade 9, 10, or 11. Madison seniors gave similar responses to these items. With the results of this survey in mind, (1) what are the responsibilities of educators in supporting the career development process, K-12, and (2) how can educators grow professionally and become more effective in this role?

Teachers over the years have tried to meet student career development needs and/or public cries for social relevance by introducing a smattering of career education-type activities into the curriculum. Until the advent of career education, however, these efforts probably could best be described as limited, unorganized, and uncoordinated. Early adopters of career education concepts have had many priorities to address, but uppermost has been the need for staff development.

Madison has focused its career education staff development effort as follows:

1971-72 Career education awareness and planning for needs assessment.

1972-73 Needs assessment and planning for leadership development.

1973-74 Leadership development and demonstration of staff-to-staff inservice.

1974-75 Improvement and expansion of business and education communications; planning for evaluation.

1975-76 Implementation of educational change (as operationalized in career education) and related evaluation; focus on basic skills and relationships to the world of work.

1976-77 Integration of collaborative efforts to improve basic skills.

Looking back, the overall staff development program has had the following characteristics which are felt to be significantly related to the gradual adoption of career education:

1. Ample opportunity was provided for every staff member to become exposed to the existence of career education and how it functions. (100% of the staff have had at least 8 hours of inservice; 20% of the staff have had at least 20 hours, and another 5 - 10% have in excess of 30 hours.)

2. Approximately 100 staff have served on career education leadership teams, meeting on a bi-monthly basis either via ½ day released time or after school to provide input for planning and implementation.

3. Administrators (about 40%) have participated in special career education 3-5 day administrative leadership workshops over the past three summers.

4. Special professional advancement credit courses (10 hours after school) have attracted over 300 participants to study and explore such areas as general awareness of career education concepts, exploration of community resources, understanding of business and society concepts, interaction with local business persons, and exploring the Madison economy - its uniquenesses-strengths, and problems.

5. Unique summer inservice opportunities have been developed through the joint sponsorship of Madison Public Schools and the Greater Madison Chamber of Commerce, working through a Business and Education Coordinating Council.

(continued on page 4)

* Dr. Ellen Meister is the Coordinator of Career Education for the Madison Public Schools.

MADISON'S STAFF DEVELOPMENT APPROACH (cont.)

(65 teachers, 30 - 35 hours each.) (Brochure available from Dr. Ellen Meister, Madison Public Schools, 545 W. Dayton St., Madison, Wis., 53703.)

6. The Rotary Clubs have sponsored summer interaction experiences for teachers who join the weekly luncheon meetings and then return to places of work to shadow their hosts for the afternoon. (50 teachers, 10 - 15 hours each.)

7. Special extended employment projects (i.e. male-female attitudes toward career roles, developing sample career education teaching-learning modules, developing special leadership structures for implementing district career education goals, etc.) have involved over 100 teachers for 20 - 40 hours.

It is felt that effective staff development programs must (1) be pervasive, (2) reflect defined needs, (3) have extensive client input in their design and delivery, (4) utilize appropriate resources, and (5) have the necessary organizational support. This final criteria implies both financial support and the general recognition that a career education focus is a high priority within the school district and the community.

COMING EVENTS

Sept. 9, 1975 - Meeting of Consortium Board of Members at Eau Claire, 10 a.m., 1222 Mappa Street.

Sept. 24, 1975 - Consortium Orientation Visits to Shawano, 10 a.m.; and Kimberly, 1:30 p.m.

Oct. 14, 1975 - Consortium Orientation Visits to Watertown, 10 a.m.; and Oregon, 1:30 p.m.

NOTE: All school districts in Wisconsin are invited to submit dates of coming career education events for this column.

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In care of:

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K-12 CAREER EDUCATION CONSORTIUM NEWS

Wisconsin Department of Public Instruction

Vol. I October 1975 No. 2

TWENTY WISCONSIN SCHOOLS IN SAMPLING FOR NATIONAL ASSESSMENT

In the Education Amendments of 1974, Congress mandated a national survey and assessment of career education in the public schools to be completed by November 1, 1975; and the contract for this study was awarded to the American Institute for Research (AIR) in Palo Alto, California.

The study will involve a stratified sampling of 6% of the local school districts in the United States. Wisconsin schools included in this sampling are:

Beloit	Manitowoc
Brookfield	Milwaukee
Burlington	Oshkosh
Clintonville	Racine
Eau Claire	Sheboygan
Elroy-Kendall-Wilton	Stevens Point
Green Bay	Tigerton
Janesville	Waukesha
Little Chute	West Allis
Madison	West Bend

All of these districts will be asked to complete mailed questionnaires and some will be asked to respond to additional questions by telephone. We trust that all selected schools will cooperate in this important study.

FEDERAL REGISTER ALERT!

It is anticipated that within the next few weeks USOE requests for proposals will appear in the Federal Register for:

1. Another round of Career Education Projects to be funded with the second year's $10 million appropriated by Congress under the Education Amendments of 1974.

2. Experience Based Career Education Projects to be funded in the 43 states due

(continued in second column)

UW-STOUT SELECTED AS THIRD PARTY EVALUATOR

At its September 9 meeting, in Eau Claire, the Board of Directors of the Wisconsin K-12 Career Education Consortium reviewed proposals from five prospective third party evaluators. After careful consideration of each proposal against a jointly agreed upon set of criteria the Board selected the University of Wisconsin - Stout's Center for Vocational, Technical, and Adult Education as its third party evaluator. The Center's Co-Directors Orville Nelson and Harold Halfin will serve as principal evaluators of the project.

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for another round of VEA Part D Exemplary funding. (Includes Wisconsin.)

Career education proposals will probably be received in the same categories as last year; namely, (1) Incremental improvement of existing programs; (2) Developing C.E. in senior high schools, community colleges, or four year colleges or universities; (3) Developing C.E. for the handicapped, gifted, low income minorities, or female youth; (4) Training personnel to implement C.E.; and (5) Informing educators and the public about C.E. methods, activities, and results. Applications will no doubt again be accepted from SEA's, LEA's, institutions, and nonprofit organizations.

The EBCE Model which has been developed in four education laboratories for NIE is essentially an alternative high school program which provides indepth career exploration opportunities through experiential learning sites in the community.

Be on the lookout for both of these notices and be prepared to act when they appear.

NEWS ITEMS INVITED

KEN HOYT SPEECHES AVAILABLE

The following is a listing of some of the speeches delivered by Dr. Kenneth Hoyt since he become Director of USOE's Career Education Office. Copies of these speeches were distributed at the recent project directors' meeting in Washington, D.C., and mailed to all state coordinators of career education and 1974 mini-conference participants. Others interested in receiving single copies of any of these speeches may request them from Robert S. Meyer, Career Education Consultant, Wis. Dept. of Public Instruction, 126 Langdon Street, Madison, Wis., 53702.

1. Business Office Occupations and Distributive Education: Keys to Career Education.
2. Career Education and the Business - Labor - Industry Community.
3. Career Education: Challenges for Counselors.
4. Career Education: Contributions and Challenges.
5. Career Education and Counselor Education.
6. Career Education: A Crusade for Change.
7. Career Education for Gifted and Talented Persons.
8. Career Education and the Handicapped Person.
9. Career Education for Minority and Low Income Students.
10. Career Education's Potential for Increasing Productivity.
11. Career Education: Strategies and Dilemmas.
12. Career Education and Teacher Education.
13. Career Education and the Teaching/Learning Process.
14. Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences.
15. Career Guidance, Career Education, and Vocational Education.
16. Evaluation of Career Education: Implications for Instruction at the Elementary School Level.
17. The Linkage of Education with the World of Work and Career Development.
18. The NACVE 6th Report: An Interpretation of Its Meaning.
19. The Role of Career Counseling and Placement in the College and University.
20. Who Is a "Good" Teacher Today?

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EVALUATION CONSULTANT JAMES AUGUSTIN JOINS CONSORTIUM STAFF

The Wisconsin K-12 Career Education Consortium is indebted to Drs. Merle Strong and Roger Lambert of the University of Wisconsin-Madison's Center for Studies in Vocational and Technical Education for making it possible to acquire the services of James W. Augustin as a part-time evaluation consultant for the consortium. Mr. Augustin will be a full-time employee of the Center with a six month equivalent of his time contracted to the Wisconsin Department of Public Instruction to work with the consortium.

Mr. Augustin will: (1) assist the consortium in its development, testing, and validating of an assessment and evaluation (AE) model (kit of instruments) to help local school districts more accurately measure their current status, needs, and progress in career education; (2) assist the third party evaluator by gathering needed data for objective outside evaluation of the project; and (3) assist consortium members in the development of their plans for local evaluation.

Jim is a native of Milwaukee, Wisconsin, who earned his B.A. in Psychology from Trinity University in 1970 and his M.A. in Psychology from Marquette University in 1972. More recently he has been serving as a research assistant for the National Center for Occupational Education at North Carolina State University at Raleigh. While there he acquired 45 semester hours of credit toward his Ph.D. in Human Resource Development Psychology.

The Consortium welcomes Jim to its project.

COMING EVENTS

October 14, 1975 - Meeting of Consortium Board of Members at Sheboygan, 10 a.m., 830 Virginia Avenue.

October 28, 1975 - Consortium Orientation Visits to Watertown, 10a.m. and Oregon, 1:30 p.m.

Note: All school districts in Wisconsin are invited to submit dates of coming career education events for this column.

INCREMENTAL IMPROVEMENT IN CAREER EDUCATION*

By Ellen Meister

What does it mean to incrementally improve a career education program? Which increments should be addressed and to what extent must each incrementally improve? How can one determine the extent to which a school or school system has progressed in the implementation of career education?

Ken Hoyt, Director of USOE's Career Education Office, has released a set of categories representing increasingly higher levels of career education implementation. The point made in this list, consisting of 40 incremental improvement items across eight categories, is that a school or school system does not spring in a single bound from having no career education to having all of career education. Rather it is a process of incrementally improving over time via (1) staff involvement activities, (2) trial and experimentation with changing curriculum, and (3) involvement of the community, to cite just a few of the underlying dimensions.

An example of one incremental improvement item carried out over four levels of categories of improvement is as follows:

Category 1. At least 10% of the elementary school teachers in a system have devised and carried out one career education activity in their classrooms.

Category 2. 25% of the teachers - three activities.

Category 3. 50% of the teachers - five activities.

Category 4. 75% of the teachers - five activities.

The question one must ask is related to the quantitative nature of such an assessment item. By a process of self-examination, a school or school district could determine its own standing within the categories and could establish the level which it has reached in terms of implementation of career education.

The unanswered questions are related to the quality of the career education program being offered. What difference did it make that "X" percent of the students were exposed to career education activities? To what extent are students making greater achievements because of their involvement with career education?

There are potentially many appropriate designs for evaluating career education, but unfortunately so much of the current development is based on face validity only. Neither rigorous or extensive research and development have had time to emerge as a basis for future action and decision making. The implication of this void in evaluation is that practitioners at the local level will have to garner the necessary resources to begin to examine such concerns as: (1) the efficacy of the career education concept, (2) the evaluation of alternative delivery systems, (3) technological and methodological application of career education, (4) nurturement of career education, and (5) comprehensive program planning and evaluation.

The Wisconsin K-12 Career Education Consortium Project is committed to doing some preliminary work in the area of assessment and evaluation. During the course of the year, members of the Consortium will be glad to share available evaluation materials with other school districts. Also, the Madison Public Schools will be assuming a major role in the development and evaluation of an assessment model. As components of the model become available for testing, Madison will be needing, in addition to the Consortium schools, other interested school districts to participate in the validation of these materials. If you would be interested in participating in this activity, please contact Dr. Ellen Meister, Madison Public Schools, 545 W. Dayton St., Madison, Wisconsin, 53703. To receive a copy of the career education incremental improvement categories, contact Robert S. Meyer, Career Education Consultant, Department of Public Instruction, 126 Langdon St., Madison, Wisconsin, 53702.

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* The title of our consortium project is: "Effecting Incremental Quality Improvement of Career Education Implementation in a Consortium of Selected Wisconsin K-12 School Districts."

1975 NATIONAL CAREER GUIDANCE WEEK

By William Trombla*

National Career Guidance Week and Poster Contest will be observed November 10-16. This week will highlight the work counselors do to promote career guidance and career education throughout the entire year. Statewide participation is sponsored by the Wisconsin Personnel and Guidance Association, and the National Vocational Guidance Association.

Publicity kits and elementary, junior high, and senior high school posters can be purchased either from the State NCGW Coordinator, William Trombla, Westfield High School, Westfield, Wis., 53964, or at the WPGA State Convention in Stevens Point on October 30-31, 1975. Additional information can be obtained from Bill Trombla.

Poster Contests will be held locally, prior to or during National Career Guidance Week in four grade divisions: K-2, 3-6, 7-9, 10-12; and at the post-secondary level. A local contest is defined as related to a community, town, or city. The top four winners from each local contest will be sent to the state coordinator for the state contest to be held early in January. The state winners will be sent on to the national contest in February, 1976.

The theme for 1975's National Career Guidance Week is, "Experience the Future: Decisions for Life."

Please send a description of anything you do to observe National Career Guidance Week to Bill Trombla at Westfield so he can evaluate statewide involvement.

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* Mr. Trombla is a counselor at Westfield High School.

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K-12 CAREER EDUCATION
CONSORTIUM NEWS

Wisconsin Department of Public Instruction
Vol. I December 1975 No. 4

170 PARTICIPATE IN BO-CEC WORKSHOPS

On November 5, 6, and 7, three regional workshops were conducted in Madison, Appleton, and Eau Claire to introduce BO-CEC resource materials to Wisconsin educators. Approximately 170 attended these workshops, representing 75 school districts. Among the participants were business education, English, mathematics, and social studies teachers, curriculum supervisors, LVECs, and administrators.

BO-CEC stands for the Business and Office Career Education Curriculum developed for USOE by Dr. Harry Huffman and associates at Colorado State University.

Participants in these workshops were given sets of five resource guides produced in Colorado: (1) Elementary Resource Guide (1-6); (2) English Resource Guide (7-9); (3) Social Studies Resource Guide (7-9); (4) Mathematics Resource Guide (7-9); and (5) Business and Office Careers Course Guide (Middle or Junior High School).

Three of the junior high guides consist of compilations of simulation activities for students illustrating how skills learned in English, social studies, and mathematics are used in various business and office occupations; and the Business and Office guide is a compilation of activities selected from the English, social studies, and mathematics guides. However, the elementary guide addresses itself to teachers. Instead of student activities, it shows ways in which teachers can use text books in common usage to illustrate the application of academic skills in business by asking the right kinds of questions during discussion periods. Materials in these guides may be duplicated as needed.

Donald Zahn, Business and Office Education Consultant; and Robert S. Meyer, Career Education Consultant, in the Wis. Dept. of Public Instruction, jointly sponsored the workshop.

NACCE RECOMMENDS $78.7 MILLION BE ALLOCATED TO THE STATES FOR CAREER EDUCATION

At the National Conference for State Coordinators of Career Education, sponsored by the Council of Chief School Officers on November 12-14, Dr. Sidney Marland, Chairman of the National Advisory Council for Career Education (NACCE), discussed the council's first interim report. This report recommends to congress that $78.7 million be allocated to the states each year for a period of five years to accomplish nine major goals: (1) state plans for career education; (2) statewide coordination of career education; (3) statewide evaluation of career education; (4) career education review for school board members, school administrators, and community leaders; (5) inservice development of teachers; (6) inservice development of counselors for career education; (7) appointment of local career education coordinators; (8) preparation of career education coordinators; and (9) purchase of instructional materials and supplies for local school career education activities.

This first report from NACCE will be given wide distribution in the near future.

AID FOR SELECTING CAREER EDUCATION MATERIALS

One of the items distributed at the National Conference for State Coordinators in November was a two volume career education set published by Education Products Information Exchange (EPIE). Volume I tells how to select and evaluate instructional materials for career education, and Volume II is an analysis of 700 prescreened career education materials. A limited number of order blanks, good for a 20% discount until January 15, are available through each state coordinator. If interested, contact Robert S. Meyer, DPI's Career Education Consultant, 126 Langdon Street, Madison, Wisconsin, 53702.

SELF LEARNING STATIONS DESIGNED TO TEACH CAREER EDUCATION CONCEPTS

By Warren Schollaert*

CESA 3 is engaged in an ESEA Title III Project in its second year that creates and distributes self learning stations that help teach career education concepts, K-5. The stations utilize project made cassette tapes, filmstrips, manipulative devices, and other media which the students use independently in their classrooms.

At present, the stations are rotated among four schools: Keshena, Mountain, Gillett, and Park School in Marinette. Pre and post tests have indicated that users are meeting the learning station objectives which are based on the concepts listed in Wisconsin's K-12 Guide for Integrating Career Development into Local Curriculum.

The project also offers workshops and inservice programs for CESA 3 area teachers to enable them to construct their own self learning stations on any subject.

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* Mr. Schollaert is Director for CESA 3's ESEA Title III Project entitled, "Career Education through Student Self Learning Centers."

GENERAL MOTORS ACTIVE IN CAREER EDUCATION

General Motors recently launched a program which will send representatives across the country to every junior high school in America at least every five years to tell the story of industry.

General Motors has also begun a program to get career education into school curriculums. Every General Motors plant manager has been given a book telling him how to work with schools and every plant will soon have its own career education coordinator. General Motors career education activities will include providing classroom speakers, plant visits, individual short-term career experiences for students. They will also help schools design curriculums, hold orientation sessions for counselors, show films and displays, and serve on industry/education advisory councils.

SHEBOYGAN MOVING FROM MODEL SCHOOLS TO SYSTEM-WIDE IMPLEMENTATION

By Allen Stessman*

A Career News sheet is being distributed to all teachers in Sheboygan. These oversized sheets (one for elementary and one for junior and senior high teachers) offer practical activities that could be used and infused into the daily program of each teacher. A request was made for teachers to report on things they have done so they could be shared with other teachers. At this point, several very positive comments have been received from teachers and administrators, and several people have reported on good activities.

A second publication, Concept Career, is also being distributed. This sheet is in a lighter vein, and is designed to remind teachers to be thinking of the materials available to help them infuse career concepts into their programs.

Sheboygan's career education coordinator has been meeting with the faculty career education committees in the model schools; and it is planned to have a career education committee in all schools by the end of the calendar year. The coordinator can then meet with all of them to discuss and share career education related activities in each of 21 school buildings.

A questionnaire has also gone out to all central office and building administrators to determine their understanding and support of career education.

In late November, 2,000 informational sheets were distributed to the general public at the American Education Week display in a shopping mall. The sheets contained general information about career education and goals of the current project.

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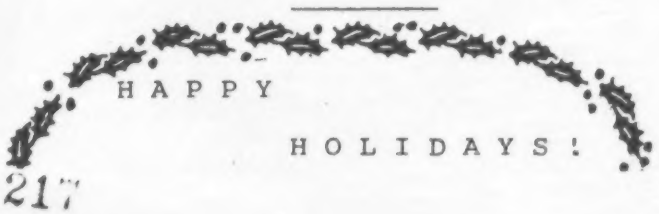
* Mr. Stessman is Sheboygan's full-time career education coordinator.



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PEER CAREER INFORMATION SERVICES PROVIDED AT NEW LISBON; COMING AT BANGOR

A group of 15 seniors at New Lisbon High School are helping to provide career information to their fellow students. These 15 members of New Lisbon's Career Corp were selected and trained while still juniors last spring. They were familiarized with the many sources of information within New Lisbon High School and community concerning post-high school options such as immediate employment opportunities, apprenticeship programs, occupations in voluntary military service, vocational-technical schools, and colleges. They were also oriented to the many sources of information about occupations, educational requirements for various jobs, and employment trends.

This fall, the 15 members of the Career Corp take turns at being available in a "consultation room" adjoining the main hall. This room is stocked with informational material; but much of the help provided their peers takes place on an informal basis throughout the day, and throughout the school and community. Quoting a Career Corp member, "The purpose of our group is to be knowledgeable about careers in order to serve as resource people to all students in our school."

The Career Corp works closely with their school counselor, Wayne Potter, and make referrals to him or go to him for help whenever necessary.

This fall another Career Corp is being formed at Bangor High School. Both programs have been implemented with the assistance of personnel from the federally funded K-Adult Career Education Project under the direction of Robert Pendleton at Western Wisconsin Technical Institute in La Crosse.

WATERTOWN SLIDES SHOWN CONTINUOUSLY

During their November 25 meeting at Watertown's Riverside Junior High School, members of Wisconsin's K-12 Career Education Consortium Project saw a sampling of slides of people at work in the Watertown community. These can be shown continuously in a conspicuous location in their junior high school.

MADISON HOLDS LEADERSHIP CONFERENCE

By Connie Thompson*

"Getting It All Together" was the theme of a career education leadership conference sponsored by the Madison Public Schools at Howard Johnson's on the afternoon of December 10. The conference brought together a selected group of teachers, counselors, administrators, students, parents, and business and community leaders for the purpose of building more effective linkages between education and the world of work.

The group was addressed by Dr. Douglas Ritchie, Superintendent of Madison Public Schools; Dr. Ellen Meister, Coordinator of Research and Development; Robert Meyer, Wisconsin Department of Public Instruction; and Dr. Lee Hansen, Director of the Research and Development Department. Participants also viewed a video-tape address by Dr. Kenneth Hoyt, USOE Commissioner of Career Education. Each person participated in two of the six sectional sessions. These sessions were concerned with (1) integrating career education with basic skills, (2) middle school exploratory learning strategies, (3) the 1975 Senior Survey data, (4) collaborative relationships between business and education, (5) experience-based learning options, and (6) career planning and decision making.

Participants were able to view a number of displays of instructional materials and a demonstration of the computerized guidance information system (Wisconsin Occupational Information System).

The Conference provided an opportunity for representatives from many areas to come together to explore career development concerns of children and youth and to explore ways in which all can work together to build a more effective career education program.

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* Ms. Thompson is a coordinator on the career education project staff of the Madison Public Schools.

SEASON'S GREETINGS!

OREGON AND VERONA BANKS DONATE COMPUTER PROGRAMS FOR CAREER PLANNING

The Bank of Oregon, and the Bank of Verona recently donated Career Planning Programs to their respective high schools. These programs consist of three elements: (1) a portable library of four to eight page booklets on approximately 500 occupations, (2) three general career books for distribution to every junior and senior in high school, (These become their personal property to help guide them on their career paths.) and (3) a computer system for personalized career exploration and analysis.

The computer analysis explores a student's interests, abilities, and values; and then matches these against 24 career clusters representing 21,000 occupations. It can also describe physical, mental, and educational requirements for each occupation and the national employment outlook for each.

The Bank of Oregon, and the Bank of Verona are to be commended for their generous gifts

OREGON IMPLEMENTS INDIVIDUALIZED DISTRIBUTIVE EDUCATION

In line with Oregon's objective of assuring student awareness of job opportunities and/or availability before leaving school, Roland Cross, Assistant Superintendent for Instruction, enthusiastically announced the implementation of IDEC (Individualized Distributive Education Curriculum) in Oregon Senior High School.

Sixty eight occupations in marketing and distribution are included in the curriculum. These occupations are organized within ten major areas: human relations, communications, operations, management, mathematics, merchandising, selling, advertising, product and service technology, and display. Students can select from 500 LAPs (Learning Activity Packages) as they work toward their individual career objectives.

The core of IDEC is competency based. When students complete a particular LAP, they are qualified to perform the task(s) taught in the LAP.

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Wisconsin Department of Public Instruction
Vol. I March 1976 No. 7

REGIONAL CAREER EDUCATION WORKSHOPS ANNOUNCED

The following regional career education workshops will be held this spring. These workshops will serve two purposes: (1) to share experiences gained in the USOE funded Wisconsin Consortium for Improving Career Education through small discussion groups, and (2) to display and share materials produced by the consortium. Be sure to send representatives from your school district to one of these events. Dates, places, and contact persons are:

April 9, 1976 - Career Education Involvement Fair and Practicum sponsored by CESA 3, Kimberly, Seymour, Shawano, and Sheboygan in conjunction with Northeastern Wisconsin Education Association's Inservice Day; Conant School in Neenah, Wis. For more details, contact: Al Stessman, Career Education Coordinator, Sheboygan Public Schools, 830 Virginia Avenue, Sheboygan, Wis., 53081.

April 21, 1976 - Southern Wisconsin Career Education Evaluation Working Conference sponsored by Madison and Oregon; Oregon High School, 4-6 p.m. For details contact Roland Cross, Assistant Superintendent for Instruction, Oregon Consolidated Schools, Oregon, Wis., 53575.

April 22, 1976 - Northwestern Wisconsin Career Education Dissemination Workshop sponsored by CESA 6 and the Eau Claire Public Schools; Holiday Inn, Eau Claire, Wis., 1-5 p.m. (Note change of date from March 24 to April 22.) For details, contact Clifford Stanford, Administrative Assistant, Eau Claire Public School, 1222 Mappa Avenue, Eau Claire, Wis., 54701.

May 6, 1976 - Career Search Day (for students, teachers, and other adults from Watertown and several other interested districts) sponsored by the Watertown Public Schools, the Watertown Vocational-Technical School, and the Watertown Community; Watertown High School, 7:30 a.m. - 3:30 p.m. For details, contact Eileen Scott, Area Director, VTAE District No. 4, Watertown, Wis., 53094.

BRUCE SHERTZER TO SPEAK AT STATEWIDE CAREER EDUCATION LEADERSHIP CONFERENCE

Dr. Bruce Shertzer, Chairman of the National Advisery Council for Career Education will be the keynote speaker at a Statewide Career Education Leadership Conference in Madison, Wisconsin, on June 8, 1976. Dr. Shertzer has been a member of the NACCE since it was established by Section 406 of Title IV of the Education Amendments of 1974, and he will be able to bring us the latest information on career education at the national level. He is also Chairman of Counseling and Personnel Services, Purdue University, Lafayette, Ind.

All educational and community leaders are invited to this statewide conference sponsored by Wisconsin's K-12 Consortium for Improving Career Education. In addition to providing an opportunity to benefit from experiences, methods, and materials developed by the consortium, participants will be involved in several small group discussions. Some will be for homogenic groups to discuss their respective roles in career education, and some will be for heterogenic groups to discuss team approaches and coordination of efforts by various school and community groups.

It is anticipated that conference participants will include school superintendents, supervisors of curriculum development, principals, LVECs, department heads, counselors, and state leadership representing the above groups and teacher organizations. Also included will be community leaders representing agriculture, business, industry, labor, professions, government agencies, civic/service groups, parents, and state leadership from various interested groups.

Mark your calendars now, and encourage your colleagues to attend with you on June 8, 1976, LaFollette High School, Madison, Wis.

NEWS STORIES INVITED!

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COUNSELORS TO PRODUCE COMMUNITY RESOURCE DIRECTORY

By Joseph Schrage*

An integral part of any career education program is the utilization of available community resources in the classroom. This is one of the objectives of the Oshkosh Career Education Project funded for one year by the United States Office of Education. In order to facilitate this aspect of the project, a survey of the 150 largest local employers is being conducted by the counseling staff.

The local Chamber of Commerce is supporting the effort and has mailed a letter of explanation and support to the presidents of each company. Counselors then follow up by making a personal contact with the company president to gather the desired information regarding available resource speakers, plant visitations, job categories pertinent to that company, and any materials that would be available to schools. All information gathered will be compiled and published in the form of a directory and made available to the school staff.

Before going out into the field, counselors were given an inservice program which was jointly planned and provided by the Chamber of Commerce, Job Service Personnel, and the schools' career education coordinator.

Reports have been coming back from the counselors indicating great interest and cooperation. The effort has been a two-way street in that the exchange of ideas has resulted in some excellent working relationships between school and industry. Counselors appreciate the opportunity to get out into the community to gain a better understanding of the world of work. Many business leaders have expressed a new awareness and understanding of what is going on in the schools.

Plans are being developed to expand the number of contacts next year and to provide a yearly updating of the directory. To this point, it has been an excellent public relations effort.

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*Mr. Schrage is Career Education Coordinator for the Oshkosh Area Schools.

DEMONSTRATION PACKAGES IN DEVELOPMENT BY CONSORTIUM

The following is a listing of demonstration packages being developed by respective consortium members. After testing their transportability in test sites within the consortium, they will be available for further field testing in other districts and eventual general dissemination. (The descriptive titles of these demonstration packages are taken from the seven point definition of career education used in the Education Amendment of 1974, Public Law 93-380, Section 406.)

Demonstration Packages	Developers
Relationship between schools and society as a whole.	Madison Sheboygan
Guidance, counseling, and career development for all.	Oregon Watertown
Relationship of subject matter to the needs of persons to function fully in society.	Shawano Watertown
Extension of the educational process beyond the school into the areas of employment and the community.	Eau Claire
Fostering flexibility in attitudes, skills, and knowledge in order to cope with accelerating change and obsolescence.	Oregon Shawano
Making education more relevant to employment and functioning in society.	Kimberly Sheboygan
Eliminating distinctions between education for vocational purposes and general or academic education.	---

Readers from outside the consortium who would be interested in field testing any of these demonstration packages should contact:

Robert S. Meyer
Consortium Project Director
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

CONSORTIUM DEVELOPING AN ASSESSMENT AND EVALUATION KIT

By Jim Augustin*

The seven school districts involved in Wisconsin's K-12 Career Education Consortium have been developing assessment and evaluation models which local school districts can use to measure their current status and progress in career education. The product of this activity will be a "kit" containing a variety of instruments from which to choose in meeting local needs for assessment and evaluation.

Each instrument being developed meets a need of the district in which it is being developed. Hopefully each instrument will meet a similar need in other districts. Prepared guidelines provide for consortium feedback on initial drafts of each instrument so they can be revised for utility and field testing in several districts.

The following is a list of instruments which are being developed and which will likely be included in the kit.

Instruments	Initial Developers
Survey of community resources.	Madison
Survey of parent involvement in career education both inside and outside the school.	Oregon
Assessment of curriculum development competencies.	Madison
Needs assessment for experience-based learning programs in high school.	Madison
Workshop evaluation questionnaire.	Kimberly
Survey concerning career education dissemination activities.	Sheboygan
Assessment of middle school students' knowledge of the relationship of basic skills to activities in the world of work.	Madison
Student questionnaire on guidance and placement services.	Eau Claire
Assessments of the frequency and nature of various career education activities taking place in the school setting.	Oregon Watertown
Survey of primary school students' awareness of career education classroom activities.	Watertown
Survey of staff attitudes toward career education.	Kimberly
Teacher rating of interaction experiences with community business people.	Madison
Checklist for self-development needs of elementary school students.	Shawano
Form for screening measurement instruments.	Project's Evaluation Consultant

(cont. in column 2)

Readers from schools outside the consortium who would be interested in helping to field test specific instruments on the list should contact:

Robert S. Meyer
Consortium Project Director
Wis. Dept. of Public Instruction
126 Langdon Street
Madison, WI 53702

In addition to new instruments developed by the consortium, the kit will refer to several published instruments for measuring the impact of career education on students.

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*Mr. Augustin is the Consortium Project's half-time Evaluation Consultant.

COUNSELORS: AN EFFECTIVE NEW ROLE IN CAREER EDUCATION

By Sue Flynn*

With the current emphasis on career education, many counselors have been faced by a seemingly impossible dilemma and have asked themselves this question: "With already overwhelming responsibilities, how can I implement career education and fulfill my many counseling responsibilities?" The answer is that a counselor can do both, but with a slight re-organization of priorities and reallocation of time. The answer may lie in a career guidance system, such as that being piloted by a group of counselors in the Madison Public Schools.

The emphasis in the Madison Career guidance system is the development of a systematic plan for involving counselors in the overall career education effort. Such a system integrates all materials and services related to

(cont. on page 4)

COUNSELORS' ROLE (continued)

career planning with the counselor as the primary focus. The counselor will identify a team of key people within the school to integrate a variety of career resource materials, and career planning options. The team will include key teachers who will incorporate career education concepts and career planning options into the curriculum with the assistance of the counselor; IMC, library, and audio-visual personnel who will organize and assist in using career materials in career planning and in the classroom; and a counselor aide who will assist in the organization of a career center featuring a computerized occupational information system and career planning materials.

As focal point of the career guidance system, the counselor should be able to reach more students more effectively with the assistance of the identified team. For example, as self concept and self awareness activities are incorporated into classroom activities, the counselor becomes a key resource to counsel individual referrals as well as to offer expertise to large groups at the request of teachers. By including as team members the IMC, library and AV personnel, and the counselor aide, the counselor organizes valuable resource personnel and helps them to work with students more effectively. In addition, the counselor will coordinate various business and community resources with the assistance of the counselor aide. Resources will be brought to learning sites and students will be brought to business sites.

Many career planning options will be integrated: field trips, career speakers, experience-based action learning labs, etc., depending upon the needs of the teacher, curriculum and student.

Through such coordination and integration and the development of a career guidance system, guidance and counseling will become a part of the total education system; guidance and counseling will become a part of the total educational process rather than a separate collection of additional services offered to students. Such a career guidance system developed by counselors and with guidance and counseling as a focal point will ultimately provide a more comprehensive approach to meeting student needs.

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*Ms. Flynn is Title III Guidance and Counseling Project Director, Madison Public Schools.

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TO: The Local Coordinator of K-12 Career Education

In care of:

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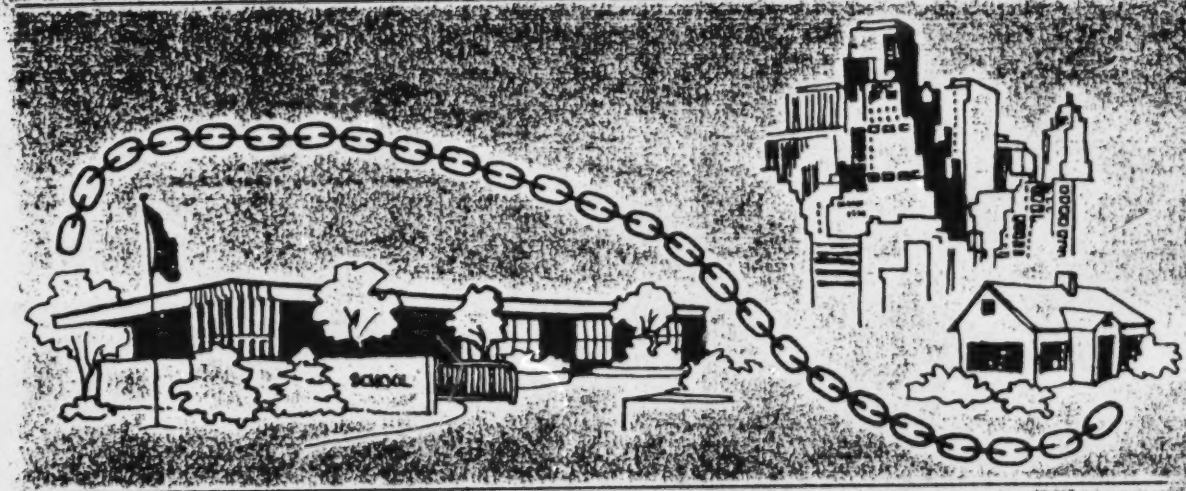
PROGRAM FOR STATEWIDE LEADERSHIP CONFERENCE
FOR CAREER EDUCATION

STATEWIDE LEADERSHIP CONFERENCE FOR CAREER EDUCATION

(For educational and community leaders)

THEME: STRENGTHENING LINKS BETWEEN SCHOOLS AND COMMUNITIES THROUGH CAREER EDUCATION



Sponsored by the

Wisconsin Consortium for Improving Career Education

at

La Follette High School, Madison, Wisconsin
9:30 a.m. - 3:30 p.m., June 8, 1976

THE WISCONSIN CONSORTIUM FOR IMPROVING CAREER EDUCATION

The Wisconsin Consortium for Improving Career Education was formed to conduct a demonstration project for the Career Education Office within the U. S. Office of Education under Title IV of the Education Amendments of 1974. Members of the consortium and key personnel are:

The Wisconsin Department of Public Instruction;
Robert S. Meyer, Career Education Consultant and Project Director
James Augustin, On-site Evaluation Specialist
Eau Claire Public Schools; Clifford Stanford, Local Director
Kimberly Public Schools; Jerry Kain, Local Director
Madison Public Schools; Ellen Meister, Local Director
Oregon Consolidated Schools; Roland Cross, Local Director
Shawano Public Schools; Fred Ponschok, Local Director
Sheboygan Public Schools; Allen Stessman, Local Director
Watertown Public Schools; Eileen Scott, Local Director

The consortium was awarded a one-year grant (June 20, 1975, to June 29, 1976) of $236,947 by the U. S. Office of Education to:

- raise the level of implementation of career education by at least two categories as measured by identified criteria in each member school.
- develop and validate assessment and evaluation models for use by local schools to more accurately measure their current status, needs, and progress in career education.
- identify segments of existing programs or new programs within the consortium which can be developed as models for various facets of career education.
- disseminate, both in-state and out-of-state, products and processes during the implementation of career education strategies by member schools and the Department of Public Instruction.

In addition to the above consortium objectives, each member school has its own set of local objectives and activities to achieve them.

The Center for Vocational, Technical, and Adult Education, UW-Stout, Co-Directors Harold Halfin and Orville Nelson, is serving as Third Party Evaluator for this project.

ON DISPLAY!

While at the conference, be sure to browse through the materials on display. They include several assessment and evaluation instruments developed by consortium schools and several demonstration packets which have been produced as a means of sharing strengths in certain aspects of career education with others.

Many other career education materials are also on display from the University of Wisconsin and several commercial vendors.

STATEWIDE LEADERSHIP CONFERENCE
for
CAREER EDUCATION

La Follette High School
Madison, Wisconsin
June 8, 1976

Sponsored by: The Wisconsin Consortium for Improving Career Education

Conference Theme: STRENGTHENING LINKS BETWEEN SCHOOLS AND COMMUNITIES THROUGH CAREER EDUCATION

Agenda

9:30 am - 10:00 am	Registration, coffee, browsing through consortium products, and socializing
10:00 am - 10:50 am	FIRST GENERAL SESSION (Auditorium)
	Presiding - Robert Brennan, Director Greater Madison Area Chamber of Commerce
	Welcome - Douglas Ritchie, Superintendent Madison Public Schools
	Announcements - Robert S. Meyer, Career Education Consultant, Wis. Dept. of Public Instruction
	Keynote Address: CURRENT STATUS AND TRENDS IN CAREER EDUCATION - Dr. Bruce Shertzer, Chairman National Advisory Council for C.E.
11:00 am - 11:40 am	Follow-up Small Group Discussions (Assignments on page 7 and 8)
	Topic: EXPANDING SCHOOL-COMMUNITY CAREER EDUCATION ACTIVITIES
11:40 am - 1:00 pm	Lunch and browsing through consortium products on display.

1:00 pm - 1:50 pm SECOND GENERAL SESSION (Auditorium)

Presiding - L. N. Mathieu, President
Sheboygan Area Chamber of Commerce

Panel Discussion: INTERLOCKING LEADERSHIP ROLES FOR CAREER EDUCATION

Moderator - Robert S. Meyer, Career Education Cons.
Wis. Department of Public Instruction

Panel - Marvin Brickson, President
Madison Federation of Labor

Kenneth Cook, President
Ken Cook Transnational

Jerome Henning, Counselor
Fond du Lac High School
(on loan to WDPI 1975-76)

David Kampshroer, Director of Instruction
Germantown Public Schools

Hazel Koskenlinna, President
Wis. Fed. of Bus. and Professional Women

Allan May, Admin. Asst. and LVEC
Menomonie Public Schools

2:00 pm - 2:40 pm Follow-up Small Group Discussion (Assignments on page 7 and 8)

Topic: LEADERSHIP TEAMS FOR IMPROVING CAREER EDUCATION

2:50 pm - 3:05 pm FINAL GENERAL SESSION (Auditorium)

Presiding - Russell Mosely, Deputy
Curric. Development & Implementation
Wis. Dept. of Public Instruction

Closing Charge to Participants
- Dr. Bruce Shertzer, Chairman
National Advisory Council for C.E.

3:05 pm - 3:30 pm Browsing and informal discussion of consortium materials.

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SMALL GROUP ASSIGNMENTS

(For 11 a.m. and 2 p.m. discussions)

Group Assignment on Name Tag	Co-Discussion Leaders From School and Community	Room No.
A	Roland Cross, Ass't Supt., Oregon Schools, and Allan Gasner, Pres., Bank of Oregon	B1
B	Mark French, Elem. Sch. Princ., Kimberly, and Frank Gossens, Mutual Serv. Ins., Kimberly	B2
C	Tom Frisbie, School Counselor, Eau Claire, and Phyllis Rindfleish, Job Service Specialist	B3
D	Jerome Kain, Ass't Princ., Kimberly High Sch., and Phil Gocker, Kimberly Parent	B4
E	Ellen Meister, Career Educ. Coord., Madison, and Jack Dabel, Madison West Rotary Club	B15
F	Fred Ponschok, Voc. Ed. Coordinator, Shawano, and Gilbert Muellenbach, Actively Retired	B16
G	Eileen Scott, Area VTAE Coord., Watertown, and John Katsch, Lindberg Co., Watertown	B17
H	Clifford Stanford, Admin. Ass't, Eau Claire, and Orval Gabriel, VTAE High School Relations	B20

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SMALL GROUP ASSIGNMENTS (continued)

Group Assignment on Name Tag	Co-Discussion Leaders From School and Community	Room No.
I	Allen Stessman, Career Educ. Coord., Sheboygan, and L. N. Mathieu, Pres. Chamb. of Commerce	B21
J	Tom Bauer, Middle School. Teacher, Madison, and Lester Ramiker, Vice. Pres., Am. Family Ins.	B22
K	Lois Gilliland, Assoc. Dir., NCTI Career Ed. Project, and George Glaser, Personnel Director, Marathon Electric, Wausau	B23
L	Gene Kyle, Career Guid. Superv., Racine, and Cindy Gabbey, Admin. Ass't, Mfg. Assoc., Racine	B33
M	Calvin McIntyre, Career Ed. Superv., Milwaukee, and George Daitsman, Educ. Dir., Allied Industrial Workers	B34
N	Richard Johnson, Career Education Coord., Waukesha, and Carol Lombardi, Waukesha Parent	B35
O	Linda Betsinger, Kindergarten Teacher, LaCrosse, and Richard Rogers, Coord., LaCrosse VTAE Center for Career and Continuing Education	B36

Thank you for participating in the Statewide Leadership Conference for Career Education. We hope this has been a helpful learning experience for you.

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